

1962

Bulletin of the San Diego College for Women 1962-1963

San Diego College for Women

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UNIVERSITY OF SAN DIEGO
College for Women

Bulletin of Information
1962-1963



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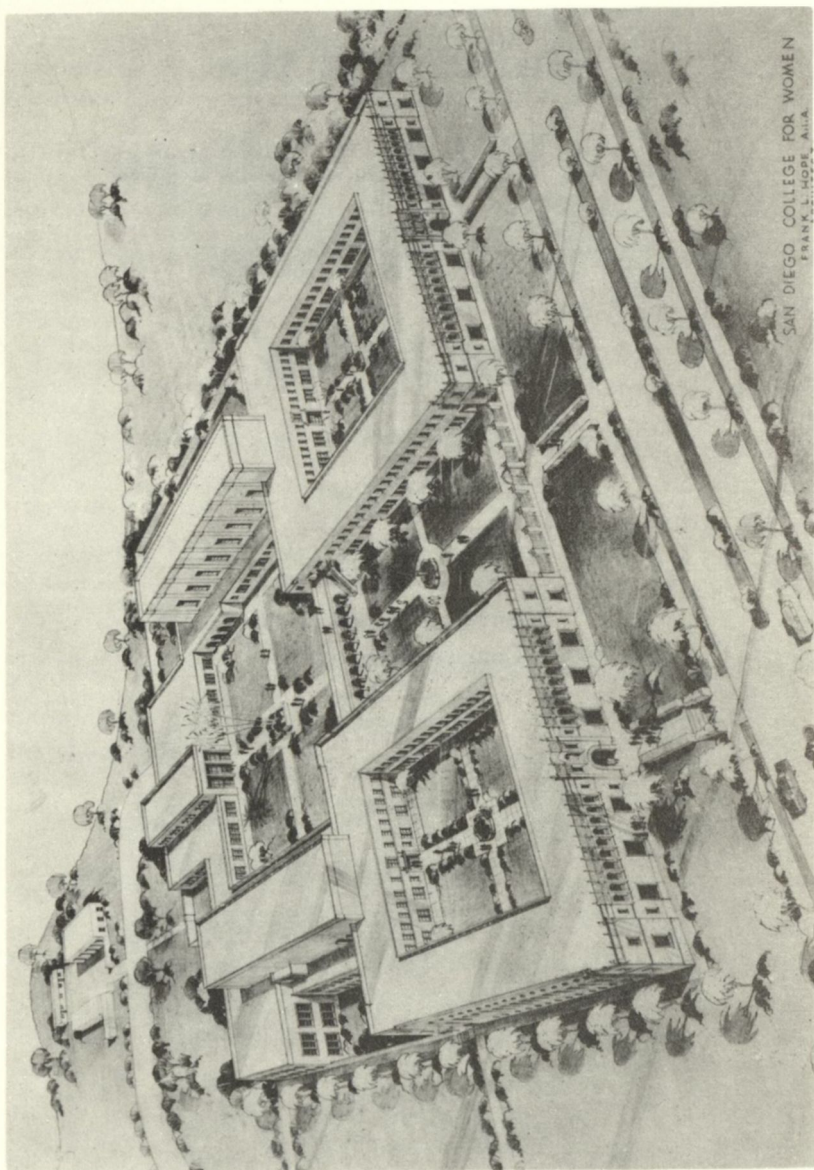
Bulletin of the
San Diego College
for Women
1962-1963



General Information
Degrees and Requirements
Courses of Instruction



August 1962



SAN DIEGO COLLEGE FOR WOMEN
FRANK L. HOPE, ARCHT.

SAN DIEGO COLLEGE FOR WOMEN

ALCALA PARK

SAN DIEGO 10, CALIFORNIA

CORRESPONDENCE

For general information regarding the admission of students and for matters of a personal nature, address the President.

For information regarding studies and scholastic standing of students, address the Dean.

For transcripts, address the Registrar.

For business matters and expenses, address the Treasurer.

TELEPHONES

Area Code 714

Administration Offices	- - - - -	296-6113
Resident Students—	Founders Hall - - - - -	296-9866
	Duchesne or	
	Mater Hall - - - - -	296-9409
	Barat Hall - - - - -	296-9355
	Stuart Hall - - - - -	296-9347
	Serra Hall - - - - -	296-9741
	Hardey or	
	Camino Hall - - - - -	296-9747
Academic Hall	- - - - -	296-9458

1962

JULY	AUGUST	SEPTEMBER
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6 7	1 2 3 4	1 2 3 4 5 6 7 8
8 9 10 11 12 13 14	5 6 7 8 9 10 11	9 10 11 12 13 14 15
15 16 17 18 19 20 21	12 13 14 15 16 17 18	16 17 18 19 20 21 22
22 23 24 25 26 27 28	19 20 21 22 23 24 25	23 24 25 26 27 28 29
29 30 31	26 27 28 29 30 31	
OCTOBER	NOVEMBER	DECEMBER
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6	1 2 3	1
7 8 9 10 11 12 13	4 5 6 7 8 9 10	2 3 4 5 6 7 8
14 15 16 17 18 19 20	11 12 13 14 15 16 17	9 10 11 12 13 14 15
21 22 23 24 25 26 27	18 19 20 21 22 23 24	16 17 18 19 20 21 22
28 29 30 31	25 26 27 28 29 30	23 24 25 26 27 28 29

Midterms
Oct 30 - Nov 8

1963

JANUARY	FEBRUARY	MARCH
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2	1 2
6 7 8 9 10 11 12	3 4 5 6 7 8 9	3 4 5 6 7 8 9
13 14 15 16 17 18 19	10 11 12 13 14 15 16	10 11 12 13 14 15 16
20 21 22 23 24 25 26	17 18 19 20 21 22 23	17 18 19 20 21 22 23
27 28 29 30 31	24 25 26 27 28	24 25 26 27 28 29 30
APRIL	MAY	JUNE
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6	1 2 3 4	1
7 8 9 10 11 12 13	5 6 7 8 9 10 11	2 3 4 5 6 7 8
14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14 15
21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22
28 29 30	26 27 28 29 30 31	23 24 25 26 27 28 29
JULY	AUGUST	SEPTEMBER
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6	1 2 3	1 2 3 4 5 6 7
7 8 9 10 11 12 13	4 5 6 7 8 9 10	8 9 10 11 12 13 14
14 15 16 17 18 19 20	11 12 13 14 15 16 17	15 16 17 18 19 20 21
21 22 23 24 25 26 27	18 19 20 21 22 23 24	22 23 24 25 26 27 28
28 29 30 31	25 26 27 28 29 30 31	29 30
OCTOBER	NOVEMBER	DECEMBER
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2	1 2 3 4 5 6 7
6 7 8 9 10 11 12	3 4 5 6 7 8 9	8 9 10 11 12 13 14
13 14 15 16 17 18 19	10 11 12 13 14 15 16	15 16 17 18 19 20 21
20 21 22 23 24 25 26	17 18 19 20 21 22 23	22 23 24 25 26 27 28
27 28 29 30 31	24 25 26 27 28 29 30	29 30 31

Finals
Jan 11-19

Retreat
2nd Sem

Midterms
Mar 14-23

Finals
May 16-25

COLLEGE CALENDAR

Sat. Sept. 8 ————— *classes begin*

1962

Monday, September 10	Orientation for freshmen
Tuesday, September 11	Registration
Wednesday, September 12	9 a.m., Convocation Classes begin
Friday, September 14	Mass of the Holy Spirit
Thursday, November 1	All Saints — holyday, no classes
October 30 to November 8	Midterm examinations
Wednesday, November 21	Thanksgiving holidays — vacation begins at noon
Monday, November 26	Classes resume
Saturday, December 8	Feast of the Immaculate Conception — holyday, no classes
Wednesday, December 19	Christmas holidays begin at noon

1963

Thursday, January 3	8:30 a.m., classes resume
January 11 to 19	Final examinations
Monday, January 21 to 24	Annual Retreat
Thursday, January 24	10 a.m., Registration for second semester
Monday, January 28	Classes begin
Friday, February 22	Washington's birthday — holiday — no classes
March 14 to 23	Midterm examinations
Wednesday, April 10	Easter holidays — vacation begins at noon
Tuesday, April 16	Classes resume
Thursday, May 16 to 25	Final examinations
Sunday, May 26	Commencement

Summer, 1963

Monday, June 24	Registration for summer session
Tuesday, June 25	Summer classes begin
Friday, August 2	Final examinations

1963-1964

Monday, September 9	Orientation for freshmen
Tuesday, September 10	Registration
Wednesday, September 11	Classes begin

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OFFICIAL RECOGNITION

The San Diego College for Women is conducted by the Religious of the Sacred Heart. It is incorporated under the laws of the State of California and is invested with full power to confer degrees. It is also empowered by the California State Board of Education to recommend candidates for the General Elementary and General Secondary Credentials.

It is accredited by

THE WESTERN COLLEGE ASSOCIATION

and as of January 24, 1962, by

THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

and it holds membership in the

NATIONAL CATHOLIC EDUCATION ASSOCIATION

ASSOCIATION OF AMERICAN COLLEGES

AMERICAN COUNCIL ON EDUCATION

NATIONAL COMMISSION ON ACCREDITING

THE AMERICAN ASSOCIATION OF COLLEGES FOR
TEACHER EDUCATION

OFFICERS OF ADMINISTRATION

Reverend Mother Rosalie Hill, L.H.D.	- - - - -	Founder
Reverend Mother Ethel Teegarden, M.A.	- - -	Honorary President
Mother Frances Danz, Ph.D.	- - - - -	President
Mother Kathleen McDevitt, M.A.	- - - - -	Vice-President
Mother M. Aimée Rossi, Ph.D.	- - - - -	Dean
Mother Suzanne de Leon, B.A.	- - - - -	Treasurer
Mother Mariella Bremner, Ph.D.	- - - - -	Registrar

FACULTY

Betty Baxter Anderson
B.A., State University of Iowa; M.A., San Diego College for Women.

Instructor in Journalism

Julia G. Andrews
B.A., Northwestern University; M.A., Columbia University; further graduate study, University of Southern California and Harvard University.

Instructor in Art History

Gladys Bartelme
B.A., Lindenwood College, Missouri; M.A., University of Illinois; graduate studies, Oberlin College, Ohio.

Instructor in Spanish

Patricia Basel
B.S., Wisconsin State College; California Librarian Certificate.
Assistant Librarian

P. Bruno Bragadin
Ph.D., University of Padua.
Assistant Professor of Classical Languages and Italian

Jeanne Brink
B.A., Brevet d'enseignement du français aux étrangers, Alliance Française, Paris; M.A., University of Montreal.
Assistant Professor of French

Mother Mariella Bremner
B.A., Manhattanville College of the Sacred Heart; M.A., Ph.D., Loyola University, Chicago.
Professor of French

Mother Mary Carey, R.N.
Diploma, Mercy College of Nursing, Council Bluffs, Iowa; B.A., Barat College, Lake Forest, Ill.; M.A., San Francisco College for Women.

Dietician

May A. Clarke
B.A., University of Munich; Certificate in Neo-Philology, University of Munich.

Reference Librarian

Mother Francis Danz, R.N.

Diploma, Providence School of Nursing, Seattle; B.S. in Nursing Education, San Francisco College for Women; Ph.D., Stanford University.

Professor of Microbiology

Thomas H. Davis, III

B.A., University of California, Berkeley; M.A., University of California.

Instructor in History

Agnes Engstrand

B.A., Bethany College, Kansas; graduate study, University of Chicago, University of Colorado, Kansas State University.

Supervisor of Elementary Teaching

Mother Bernice Farrens

B.A., Linfield College, Oregon; M.A., Ph.D., Stanford University.

Professor of Biological Sciences

C. Clayton Fox

B.M.E., Columbia School of Music Education, Chicago; M.M.E., De Paul University.

Assistant Professor of Music

Mother Sally Furay

B.A., Duchesne College, Omaha; M.A., San Francisco College for Women; Ph.D., Stanford University.

Associate Professor of English

Mary Weigand Fusco

B.A., College of Mt. St. Joseph, Ohio; M.A., Xavier University, Cincinnati; further graduate study, University of Cincinnati.

Instructor in English

Graciela Miranda Graves

M.A., Columbia University; Ph.D., University of Havana.

Assistant Professor of Spanish

Mother Margaret Guest

B.A., Seattle University; M.A., Ph.D., University of California at Berkeley.

Associate Professor of Education

→ Mildred Cecelia Hagan

B.S., M.A., Teachers College, Columbia University; Graduate Study, University of Southern California, University of California, Purdue University.

Instructor in Education

Therese T. Hanafin

B.A., San Diego College for Women; graduate study, Crafts Student League, New York.

Instructor in Art

James F. Haskins

B.A., Morningside College, Sioux City, Iowa; M.S., University of Iowa.

Lecturer in Mathematics

Rozetta E. Hill
B.S., Cleveland School of Art, Western Reserve University; M.A.,
Western Reserve University.
Instructor in Art

Francis J. Howard
B.A., M.S., Ph.D., University of California.
Associate Professor of Physics and Mathematics

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Instructor in Philosophy and Psychology

Asela Gutierrez Kann *astro Vietu April 12 Bldg. D-2277 Wrie LK SDH*
B.S. and B.A., Instituto Segunda Ensenanza, Havana, Cuba;
Ph.D., University of Havana.
Instructor in Spanish

Josef Kalvoda
B.A., Hunter College, New York; M.A., Ph.D., Columbia University.
Associate Professor of Political Science and History

Mother Laura Keeler
B.A., College of the Sacred Heart, Menlo Park, California; M.A.,
Creighton University, Omaha; Ph.D., University of California at
Berkeley.
Professor of English

Marcia Bowman Klein
B.A., University of Oregon; M.A., University of Oregon; two years
graduate work, University of Illinois.
Instructor in English

Roman Kocourek
B.A., College of St. Thomas; M.A., University of Minnesota; Ph.L.,
Ph.D., University of Laval.
Professor of Philosophy

Henry Kolar
B.M., DePaul University; M.M., Northwestern University.
Instructor in Violin

Helen L. Langen
B.S., St. Mary of the Springs College, Columbus, Ohio; M.S., Insti-
tutum Divi Thomae, Cincinnati; further graduate work, Institutum
Divi Thomae; research in biochemistry, University of Miami Medical
School.
Instructor in Biology and Chemistry

Mother Irene Lawrence
B.A., San Francisco College for Women; M.A., Ph.D., Stanford
University.
Associate Professor of Social Sciences

Rudolph Martin Lippert

B.A., Albright College, Reading, Penn.; F.R.A.S., Fellow of Royal Astronomical Society of Great Britain, Fellow of British Interplanetary Society, Fellow of International Lunar Society.

Instructor in Astronomy and Geography

John H. MacGrath

B.A., Boston College; M.A., Ph.D., Georgetown University; Research, Oxford University, England.

Assistant Professor of English

Kathryn M. Markey

B.A., University of California at Los Angeles; M.A., Claremont College.

Supervisor of Secondary Student Teaching

Mother Kathleen McDevitt

B.A., San Francisco College for Women; M.A., Stanford University.
Librarian

Mother Catherine McShane

B.A., Duchesne College; M.A., Loyola University, Chicago; Ph.D., University of California at Berkeley.

Professor of History

Ida L. Mercado

B.A., San Diego College for Women.

Instructor in Physical Education

Judith Monahan

B.A., San Diego College for Women; M.A., San Diego College for Women.

Instructor in History

Patricia Moore

B.A., Immaculate Heart College; M.A. in Library Science, Immaculate Heart College; California Librarianship Credential.

Assistant Librarian

John D. Morgan

B.A., Loyola University, Los Angeles; M.A., University of Southern California; Ph.D., candidate, University of Southern California.

Instructor in Philosophy

Mother Agnes Murphy

B.A., Barat College, Lake Forest; M.A., Loyola University, Chicago; Ph.D., Catholic University of America.

Professor of Philosophy and History

Mother Gertrude Patch

B.A., M.A., San Francisco College for Women; Ph.D., Stanford University.

Associate Professor of English

Patricia Sprague Reneau

B.A., University of California, Berkeley; M.A., San Diego College for Women.

Instructor in English

Marjorie Rohlfleisch

B.A., Pomona College; graduate study, University of California, Mills College, San Diego State College.

Instructor in Music

Mother M. Aimée Rossi

B.A., M.A., Loyola University, Chicago; Ph.D., Stanford University.
Professor of Education

Daria Rothe

B.A., M.A., University of Michigan.

Instructor in German

Mother Agnes Schmit

B.A., University of South Dakota; M.S., St. Louis University; Ph.D., Stanford University.

Professor of Chemistry

Mother Patricia Shaffer

B.A., San Francisco College for Women; M.S., Stanford University.

Instructor in Chemistry

Karena Shields

B.S. in Education, San Jose State College; B.A., University of Southern California; M.A., University of Mexico; 15 years research *en situ*, Middle American ethnological studies.

Assistant Professor of Social Sciences

Sharon Smith

B.A., San Diego College for Women; Ph.D. candidate, Stanford University.

Instructor in Biological Sciences

Reverend William D. Spain

B.S., Loyola University; M.A., Catholic University of America.

Lecturer in Theology

Francis Sweeney

B.A., University of Chicago; M.A., Ph.D., Loyola University, Chicago.

Assistant Professor of Psychology

Tatiana I. Vacquier

B.A., University of St. Petersburg (now Leningrad); M.A., University of Wisconsin; Ph.D., University of Wisconsin.

Assistant Professor of French

B. R. Van Vleck

B.A., San Jose State College; M.A., Stanford University; graduate studies, University of California at Berkeley and Stanford Radio Institute.

Assistant Professor of Speech and Theatre Arts

Walter L. Wilkins

B.A., Loyola University, Chicago; M.A., Ph.D., Northwestern University.

Lecturer in Psychology

Henry Wilson

B.A., West Virginia State University; M.A., University of Wisconsin; graduate studies, University of California at Berkeley.

Instructor in Economics and History

Jane Hunter Young

B.A., University of Oklahoma; graduate studies, University of Oregon, University of California at Los Angeles, University of Illinois.

Instructor in Mathematics



STUDENT COUNSELORS

Mother McShane - - - - - Senior Class

Mother Furay - - - - - Junior Class

Mother Patch - - - - - Sophomore Class

Mother Shaffer - - - - - Freshman Class

ASSISTANTS

Mrs. Joseph B. Dickinson, B.A. - - - - - Secretary to the President

Henrietta Wiltzius - - - - - Receptionist

Mrs. Dennis Belson - - - - - Receptionist

Two graduate nurses in residence.



GENERAL INFORMATION

HISTORY

The San Diego College for Women is a unit of the UNIVERSITY OF SAN DIEGO, inaugurated by His Excellency, the Most Reverend Charles F. Buddy, Bishop of San Diego. The University is composed of the School of Theology, the School of Law, the College for Men, and the College for Women, all located on the Alcalá Park campus. While the instruction is separate, the social activities are planned together.

The College for Women was erected, financed, and equipped by the Society of the Sacred Heart. Classes began in February, 1952.

The Society of the Sacred Heart, which staffs the College for Women, was founded by St. Madeleine Sophie Barat in France in 1800. It was brought to America by Blessed Philippine Duchesne in 1818. Today, it has schools and colleges in Europe, Asia, Africa, Australia, and the two Americas.

AIMS

Ut Omnes Unum Sint

The San Diego College for Women, conducted by the Religious of the Sacred Heart, is a Catholic college of liberal arts which endeavors

- to provide young women with an education predominantly intellectual in content, based on a broad foundation of humanistic studies.
- to inform and lead their minds to the point of competence in one field, which may serve as a preparation for graduate work or as the basis of professional training in the field of teaching.
- to train their characters according to an ideal which forms the whole woman and enables each student to take a significant place in the world today.
- to give purpose to their wills, teaching them to discipline the desires of their hearts.
- to deepen their knowledge of the good and the true and refine their tastes through an appreciation of beauty.
- to prepare them for effective participation in social, political, and economic life as loyal citizens of the United States.
- to guide them in a wise vocational choice, awaken them to an interest in others, and inspire them to leadership in service.
- to impart to them an understanding and love of Truth that will enable them to achieve not only personal integrity but also union with their fellowmen in justice and charity.



CAMPUS

The college grounds consist of sixty-five acres lying across a hilltop that overlooks the Pacific Ocean to the west, San Diego Bay to the southwest, Mission Bay to the northwest, and the city of San Diego to the south and east. In every direction stretches a magnificent panorama of land, sea, and sky. In this land of sunshine where out-of-door living is delightful the year round, there is abundant provision for open-air sports, especially for tennis; volley ball and basket ball courts are also provided. Near the courts a parking lot provides ample accommodation for cars on campus.

In harmony with San Diego's background of Spanish influence, the college buildings are an adaptation of Spanish Renaissance architecture to modern needs. The arched cloisters and the semi-tropical patios might have known the presence of St. James of Alcalá, but the educational facilities are the best the twentieth century has to offer.

The buildings include a library with a capacity for 250,000 volumes, a beautifully appointed theatre, a large dining hall, fully equipped laboratories, lecture halls, pleasant residence quarters, reception rooms, snack-bar, and lounges. Easily accessible to all students is an inspiring chapel.

ACCESSIBILITY

The San Diego College for Women may be reached by many bus lines. Route V, which passes Alcalá Park, runs from Linda Vista, downtown, through National City to Chula Vista. Easy transfers can be made from Coronado, La Jolla, Point Loma, Loma Portal, Ocean Beach, Monterey Heights, Spring Valley, Lemon Grove, Rolando, La Mesa, Grossmont, El Cajon, Kensington Heights, Mission Hills.

STUDENT HEALTH SERVICES

The primary aim of the Health Services is to maintain conditions of sound mental and physical health. The facilities include comfortable infirmary rooms, a doctor's office and examining room. Two registered nurses are on duty at all times.

A medical examination and a certificate of health are required of each student.

Instruction in personal hygiene is included in the physical education program obligatory for all freshmen and sophomores.

STUDENT ACTIVITIES

The Congregation of the CHILDREN OF MARY is pre-eminently a spiritual organization, the main purpose of which is the moral and spiritual formation of its members. Founded in 1816, it is established in all houses of the Society of the Sacred Heart throughout the world. Admission into this congregation is the highest privilege that can be accorded a student. Membership continues through life.

All students belong to the ASSOCIATED STUDENT BODY, the constitution of which provides for a cooperative form of government. Under the leadership of an elected Student Council, the students plan and manage student affairs. In this manner, they acquire direct experience in government, both of themselves and of others. The ASB constitution operates through various standing committees: the Welfare Committee; the Residence Committee; the University Social Council, composed of representatives from the Men's and Women's Colleges and the School of Law; the Fine Arts Committee, which fosters a love of all the arts; and the Public Relations Committee, which handles press relations for the student body.

The San Diego College for Women is an affiliate college of KAPPA GAMMA PI, the National Scholastic and Activity Honor Society for Catholic Women's Colleges. Students who graduate with honors and who have been outstanding for character, service, and leadership are eligible for membership.

Several campus organizations provide their members with opportunities to express themselves, to exchange ideas, to develop poise, and to practice effective leadership. The SPEAKERS' BUREAU is a Christopher Movement dedicated to the apostleship of speech. OPEPATION ACTION studies the peril of Communism, and actively promotes means to preserve our democracy.

The department of Natural Sciences sponsors a SCIENCE CLUB for enjoyment and training. These benefits come to the members of the club through their own contributions and through those of outstanding scientists, residents of San Diego or visitors to the city. Field trips to the ocean, mountains, and desert are periodically organized. Visits to Scripps Institute of Oceanography, Palomar, and other scientific centers are also on the yearly agenda.

The INTERNATIONAL RELATIONS CLUB gives students an opportunity for analysis and discussion of current problems with the objective of developing intelligent, alert citizens. Many members participate in the annual Model United Nations Session.

The purpose of the ALCALA PARK PLAYERS is twofold. It offers opportunity for those interested in dramatic art to put into practice, both in acting and in staging, the theory learned in theatre courses. It also fosters love of good theatre, which will enrich the knowledge of dramatic history and literature learned in academic courses.

Several musical groups are organized on campus. The CHORAL CLUB is composed of the choral classes. It prepares several musical, or combined musical and dramatic performances, each year. It produces the annual Christmas program conjointly with the Alcalá Park Players and offers a program of choral music during the spring. A STRING ENSEMBLE, including first and second violins, violas, cellos, and bass viol, also offers performances each year.

The WOMEN'S ATHLETIC ASSOCIATION affords an opportunity for wide participation in a varied program of sports. This includes tennis, dancing, sailing, bowling, golf, swimming, and horseback riding.

The INTERNATIONAL CLUB has members from both Men's and Women's Colleges. Its aim is to foster the spirit of friendship among students of all nations and the American students in the colleges, by giving a clearer understanding of the peoples of different lands.

College publications are the annual, ALCALA, and the literary journal, UNUM, which welcomes contributions from all departments. Women's College students also collaborate with the Men's College in the publication of the University paper, THE NEWS.

ADMISSION

Admission to the San Diego College for Women is based upon evidence of the applicant's intellectual, moral, and physical fitness for college. A careful study is made of her high school record, letters from the faculty of the high school attended, scores achieved on Entrance Examinations. The College Entrance Examination Board tests are required. An interview with the president and dean of the college is required, if possible.

ADMISSION TO FRESHMAN STANDING

Plan A — Admission by Recommended Grades

1. The student must have been graduated from an accredited high school with the satisfactory completion of 15 units of credit in selected subjects.
2. She must have followed in high school such academic subjects as will have prepared her for the specific work she will undertake in college. Ordinarily these courses would include
 - a. English: 3 units
 - b. History: 1 unit
 - c. Mathematics: 2 units (algebra and geometry)
 - d. Science: 1 year of laboratory science in the eleventh or twelfth grade
 - e. Language: 2 years of one language
 - f. Electives: 7 units, of which at least 4 are in academic subjects

Note: The program given above lists the *minimum* requirements for admission. Candidates are urged to present 16 units and to include in their electives, if possible, an additional unit of English and two or more in history.

Plan B — Admission by Examination

The distribution of entrance credits as outlined above has been found to ensure a sound preparation for work in a liberal arts college and should be met if possible. But in accordance with the college's policy of not excluding any capable student, an applicant whose preparation varies in some respect from that outlined in Plan A may be considered for admission if she earns a sufficiently high score on the Scholastic Aptitude Test given by the College Entrance Examination Board.

ADMISSION TO ADVANCED STANDING

To qualify for admission to advanced standing, a student who transfers from other colleges must present her credentials in advance. These must include

1. A statement of honorable dismissal from the last college attended.
2. Official transcripts of the high school and of all colleges attended.

The applicant must also have satisfied the requirements prescribed for admission to freshman standing and must have attained an average grade of C or better in all college courses taken. No credits will be accepted in which the grade is less than C. Confirmation of the tentative credits granted at the time of admission will depend upon the work of the first semester after entrance.

ADMISSION TO GRADUATE STANDING

For all information pertaining to the graduate school, please see pages 61 to 70.

APPLICATION FOR ADMISSION

Application for admission is made through the Office of Admissions. To ensure admission, forms should be complete and filed together with transcript of credits as early as possible. Appointments should be made for interviews with the President and the Dean of the college.

The procedure for application is as follows:

1. A candidate should procure the necessary application forms from the Office of Admissions and return the completed form with the fee of \$10.00.
2. A candidate should ask the Registrar of the high school (and college, if any) to send the official transcript of credits to the college at the end of the sixth or seventh semester of high school.
3. Reports of the College Entrance Examination Board tests should be forwarded to the college at the request of the student.
4. The applicant should arrange to have three letters of recommendation: personal, educational, and financial (certification that financial obligations are met) sent directly to the college. She should send a recent photograph.
5. When the above data are filed, the Committee on Admissions will inform the student of the action taken on her application.
6. Resident students should send a room reservation of \$100.00 as soon as accepted. The deposit is credited to the student's account.
7. The student will then receive information concerning college regulations and a health form to be filled out by a physician and returned before the opening semester.
8. Definitive acceptance depends on the report of the final examinations of the secondary school and the statement of graduation from high school.
9. As early as possible in the spring, the student should make an appointment with the Office of the Dean to plan her individual program under proper guidance.

ACADEMIC REGULATIONS

Each student is responsible for maintaining a satisfactory standard of scholarship. She is also held responsible for all requirements printed in this Bulletin of Information, for all official notices posted on the bulletin boards, and for important explanations made at the dean's assembly.

Registration

Students are expected to register at the time specified. Late registration entails a fee of \$5.00. A change in the study list or withdrawal from a course may be made with the approval of the dean within a specified time. It must be recorded in the registrar's office. A course dropped without authorization is recorded as a failure.

Attendance

Students are expected to attend regularly and promptly all classes and laboratory periods for which they register. There is no specified number of allowed absences. An excessive number of absences will incur a lowering of grade and possible loss of credit. Students are likewise expected to attend assemblies, the annual retreat, and all official religious and academic functions.

Scholarship Requirements

At the end of each semester a student's work in each course is recorded with one of the following grades: A, excellent; B, superior; C, satisfactory; D, passing; F, failure; WF, withdrawal failure; WP, withdrawal passing; Inc., incomplete. A student may remove an incomplete grade by completing the work. This must be done within three months after the end of the semester; otherwise the incomplete grade becomes an F.

Grade points are assigned to the above grades as follows:

A—4 points for each unit

B—3 points for each unit

C—2 points for each unit

D—1 point for each unit

F—0 points for each unit

The plus or minus raises or lowers the class grade point by one point.

In order to qualify for a degree the student must earn a number of grade points double the total number of units completed; i.e., the general average must be C.

Examinations

Final examinations are held in all courses at the end of each semester and are taken in all courses at the scheduled time. Permission to take a make-up examination necessitated by serious illness or other legitimate reason may be granted by the dean. A fee of \$5.00 is charged for each make-up examination.

At the end of each semester formal reports are sent to the parents of the students or to the person assuming the financial responsibility for the student. Reports of the scholastic standing of freshmen are sent to their respective high schools at the end of both semesters.

Transcripts

Any student may request one official transcript of her college record without charge. A fee of one dollar is charged for each additional transcript. Applications for transcripts should be made in writing to the registrar.

GRADUATION HONORS

Degrees with honors are conferred upon students who, throughout their college career, have maintained a superior scholastic record and have been distinguished for character and influence.

Upon graduation, honor students with the scholastic and leadership qualifications may be awarded membership in KAPPA GAMMA PI, the National Honor Society for Catholic Colleges for Women. No more than ten percent of the seniors may be awarded this honor.

CLASS HONORS

At the end of each semester, the Dean's Office publishes the names of honor students; categories include the Dean's List, requiring a grade point average of 3.5 for the semester, and the Honor List, requiring a grade point average of 3.0 for the semester.

At the Honors Convocation, a solemn year-end assembly, an award is presented to the student in each class who has maintained the highest scholastic average; other awards are the Kappa Gamma Pi medal given to a sophomore outstanding for leadership and scholarship, the freshman chemistry and physics awards, and the Associate in Arts certificates. Graduate fellowships merited by seniors and summer research grants to undergraduates are announced.

SUMMARY OF COURSE REQUIREMENTS

I. Bachelor of Arts or Sciences		Units
General Education - - - - -		66
Theology (for Catholic Students)	8	
Philosophy	18	
English	12	
History	10 to 12	
Science	6 to 12	
Language	8 to 12	
Communication Arts	4	
(Speech, Art, Music, or Theatre)		
Physical Education—Four Semesters		
Fields of Interest - - - - -		30
Major Field (Upper Division)	24	
Minor Field	6 to 15	
Further Electives		32
Total		128

II. Bachelor of Science in Nursing		Units
General Education - - - - -		48
Theology (for Catholic Students)	4	
Philosophy and General Psychology	15	
History and Sociology	12	
English	9	
Science	8	
Major Field		
Credit for nursing program		30 to 56*
Post graduate courses in nursing		6
1st Minor Philosophy (as above)		
2nd Minor Sociology		
or		
Psychology		12
or		
Science		
Electives		32*
Total		128

*This depends on individual evaluation of basic programs, grades, experience, and score on tests.

GRADUATION REQUIREMENTS

1. Satisfactory fulfillment of the general education program.

General Education

The San Diego College for Women believes that all students should have a strong foundation in general education before beginning to specialize in any field. Consequently, specialization is deferred until at least the junior year. The courses which are deemed basic to general culture and necessary as a basis for subsequent work are required of all students:

Theology —	Two hours weekly throughout four years. (Required for Catholics, optional for others.)
Philosophy —	Logic and Philosophy of Nature in lower division; Philosophy of Man, Ethics, Metaphysics, and Ideology of Communism in upper division.
Psychology —	General Psychology, or its equivalent.
Literature —	World Literature, four semesters; freshman year, from Homer to Shakespeare; sophomore year, from Milton to twentieth century.
History —	History of Western Civilization, including United States history; United States and California Government.
Languages —	A general knowledge of one modern language. At least one year of Latin (or two in high school.)
Science —	From six to twelve units, depending upon the amount and the quality of the work done in high school.
Communication Arts —	A course in speech, drama, music, or art.
Physical Education —	Four semesters.

2. 128 semester units of credit, with a general average of C or better, and a grade of C in all upper division courses in fulfillment of the requirements for the major.
3. a) A major field which will include 24 units of upper division work.
b) A minor field which will include at least 15 units of work, of which 6 or more units must be in upper division courses.
c) A minor in philosophy.
4. Candidates for a degree must fulfill the residence requirement of one collegiate year in the two consecutive semesters of the senior class. This residence requirement consists of thirty semester units, twenty-four of which must be in upper division work.

SCHOLARSHIPS

A limited number of partial scholarships are available to qualified students. These scholarships are awarded on the basis of scholastic record, recommendations from high school principal and one teacher, and financial need. For the most part, financial scholarships are reserved for students from Southern California. The awards are for tuition only.

A student who applies for a scholarship is asked to

1. Fill out the application form and return it with the fee and a recent photograph.
2. Send the three letters of recommendation requested on the application form.
3. Send a transcript of high-school credits at the end of the sixth or seventh semester of high school.
4. Take the Scholastic Aptitude Section of the College Entrance Examination Board Tests and have the results forwarded to the Office of Admissions.
5. Write a personal letter of application, stating
 - a. Why she may need or want a scholarship
 - b. Whether or not she intends to finish four years of college
 - c. What her major academic interest is
 - d. What her outstanding extra-curricular activities have been during high school
 - e. What honors she may have received in the past.

Advice should be sought from a high-school counselor regarding available California State Scholarships and other scholarships which can be applied to the San Diego College for Women.

All of the above information should be directed to the Office of Admissions before March 10. Scholarships will be awarded early in May and the recipients and schools notified by May 15. Candidates who accept scholarships elsewhere are asked to notify the San Diego College for Women as soon as this occurs. The same courtesy should be shown to other colleges, so that the best use may be made of available scholarships in the interest of Catholic higher education.

Honor scholarships: a certain number of highly qualified students are awarded Honors at Entrance, based on achievement in the College Entrance Examinations and transcript of credits.

WORK OPPORTUNITIES

Students who need assistance in financing their education may work on campus. There are opportunities for employment in the library, laboratories, administration offices, bookstore, and elsewhere.

Veterans can have their Certificate of Eligibility honored at the San Diego College for Women.

SEMESTER EXPENSES

APPLICATION FEE, payable when application is made for admission. This fee is not refundable. It must be paid by all students. \$ 10.00

DAY STUDENTS, tuition, payable at registration for each semester. 400.00

RESIDENT STUDENTS, payable each semester at registration

Tuition and board	800.00
Room: Single Room	350.00
Double Room	250.00
Room for Three or Four	200.00
Linen Supply	20.00
Room and board during vacation (per week)	50.00
Room deposit fee, payable when application is made and credited to account at the time of registration	100.00

SPECIAL FEES:

Laboratory Fees: Bacteriology, Anatomy, and Physiology	20.00
Biology, Chemistry	15.00
Physics, Psychology, Astronomy	10.00
Languages	10.00
Library and Syllabus Fee	10.00
Music: Applied Music Lessons, per semester	75.00
Music Practice Fee per semester	15.00
Late Registration	5.00
Special Examinations	5.00
Cadet Teaching	50.00

STUDENT BODY FEE, (for all students; includes student publications) 25.00

GRADUATION FEE 30.00

PART-TIME STUDENTS, (limited to 10 units)

Tuition per unit	30.00
Library and Syllabus Fee	10.00

All expenses must be paid on or before registration day. No deduction or refund is made for delay in returning at the beginning of the term, for absence after entering, for withdrawal or dismissal.

A deposit of \$100.00 must be paid by a resident student for the reservation of a room. This sum is credited on the student's account when she registers. If she fails to register as a resident student, the amount is forfeited.

The Faculty Council reserves to itself the right to dismiss students whose scholastic standing or personal conduct fails to meet the required standards.

COURSES OF INSTRUCTION

The San Diego College for Women offers major programs in art, biology, chemistry, economics, education, English, French, history, mathematics, medical technology, music, philosophy, physics, political science, psychology, sociology, Spanish, theatre arts.

COURSES OF INTEGRATION: Theology, philosophy.

HUMANITIES: English, Theatre Arts, Speech, Journalism, Art, Music.

SOCIAL SCIENCES: History, Sociology, Economics, Political Science, Psychology.

LANGUAGES: Spanish, French, German, Italian, Latin, Russian.

NATURAL SCIENCES AND MATHEMATICS: Biology, Chemistry, Physics, Mathematics, Astronomy.

COMMUNITY SERVICE: Education, Nursing.

Courses numbered 1 to 99 are lower division and are offered yearly.

Courses numbered 100 to 199 are upper division. Many are offered yearly; others are offered in alternate years or when there is a demand for them. The courses not to be offered in 1962-1963 are so indicated.

The numbers in parentheses after the title of the course indicate the number of semester hours of credit. The Roman numeral indicates the semester when given.

The College reserves the right to cancel any course for which there is not a sufficient registration.

COURSES OF INTEGRATION

THEOLOGY

- 1A-1B—Survey of Catholic Doctrines (1-1) Year
Essentials of Christian Doctrine. Prescribed for students who do not present high school credits in religion.
- 2A-2B—Christ and His Church (1-1) Year
An introduction to theology. The authenticity of the Scriptures; the revelation of God in the Old and in the New Testament regarding Himself, His Christ, and His Church.
- 142A-142B—Dogma (1-1) Year
A study of the basic theological truths. First Semester: The nature of faith, the unity of God, His attributes, the Blessed Trinity. Second Semester: Creation, original justice, the trial and the fall of man.
- 143A-143B—The Life of Grace (1-1) Year
The Incarnation and Redemption.
Christ, the Head of the Mystical Body and the Source of all grace; Mary, the Mother of the Mystical Body and the Queen of all Saints; the communication of divine life through grace.
- 144A-144B—Moral Theology (1-1) Year
The doctrinal and moral aspects of the sacraments. The moral law, the virtues in general, the virtues in particular; life problems.

PHILOSOPHY

Preparation for the Major: Philosophy 32 and 62.

The Major: The twenty-four units of upper division work should include general metaphysics, ethics, philosophy of man, and 6 units of history of philosophy.

32—Logic (3) I and II

A required course in the basic principles of formal reasoning, embracing the three acts of the mind and their verbal expression.

62—The Philosophy of Nature (3) I and II

The study of the material world; analysis of change, potency and act, nature, causes, chance, finality, motion, place, time, the unmoved mover, the place of man in the material world.

101-102-103 — History of Philosophy (3-3-3)

An exposition of the major philosophical opinions, systems, and schools of thought, in the light of their political and cultural setting.

101 — Ancient Philosophy

102 — Medieval Philosophy

103 — Modern Philosophy

104 — Ethics (3) I and II

The method and certitude proper to moral philosophy; the division of moral science; ethics and moral theology; ethics and psychology; the problem of man's ultimate end; the morality of human acts; the natural virtues; law.

106 — Thomistic Philosophy (2-2) Year

A consideration of special major problems in the philosophy of St. Thomas Aquinas.

109 — Leading Figures (2) I or II

An intensive study of certain of the principal thinkers in philosophy, the selection depending on needs and interests. (Offered when there is a demand.)

114 — The Philosophy of Man (3) I and II

A required course presenting a synthesis of the philosophical principles relating to man.

128 — The Philosophy of Education (3) II

A consideration of the purpose of education, the rights and duties of those involved in education, with special emphasis on the Christian concept of education. Some consideration is also made of the classical writers in the field of education.

140 — Epistemology (3) II

An investigation of the validity of knowledge, including a study of truth and certitude.

141 — Metaphysics (3) I

A required course in the philosophy of being, giving the concept, divisions, fundamental principles, and transcendental attributes of being.

143 — Natural Theology (3) II

A study of the existence, nature, and operations of God as discovered by reason alone. (Offered in 1963-1964.)

154 — The Ideology of Communism (2) I and II

An analysis of the theory of Communism.

160 — Problems in Philosophy (2 or 3)

170 — Contemporary Philosophy (3) I

An analysis of the contemporary movements in philosophy, with special emphasis on Existentialism, Logical Positivism, Pragmatism, and Value Theory.

THE HUMANITIES

ENGLISH

Preparation for the Major: English 41, 42, 43, and 44.

The Major: The twenty-four units of upper division work should include a course in Shakespeare, three period courses, American Poetry, and one other course in American literature.

1—Basic Composition (2 or 3) I and II

For those who need it, additional training in modes of expression, sentence structure, paragraphing, besides that given in required lower division courses.

41-42-43-44—Literary Masterpieces of Western Culture(3 each semester)

A study of Greek and Latin literature, with emphasis on Homer, Greek dramatists, Virgil, St. Augustine. Related study of types of expository writing.

A study of medieval and Renaissance literature, with emphasis on the epic, the drama, and the elements of poetic theory. Application of the techniques of the research paper. (41 and 42 are required of freshmen.)

A study of neo-classical and early romantic writings of Europe and America, with related work in criticism.

A study of nineteenth-century and modern literature, with emphasis on poetry and the short story. (43 and 44 are required of sophomores.)

English 41 is acceptable at the University of California in lieu of their English 1A requirement.

41H-42H-43H-44H

The same program as above, on a more advanced level for Honors students.

{ 53A-53B—English for Foreign Students (3-3) Year

Speaking, reading, and writing of English; composition, conversation, and vocabulary. Intensive work in language laboratory.

{ 54A-54B—Continuation of English 53 (2-2) Year

105—Advanced Composition (3) I

A study of the theory and practice of (a) expository, descriptive, and narrative prose and (b) the forms of poetry.

106—Creative Writing (2) II

109—The Short Story (3) II

A study of the theory and practice of the art of fiction. (Offered in 1963-1964.)

- 110—History of the English Language (3) II
The characteristics of the English language from Old English to the present; sources of vocabulary, development of dialects, rise of standard English. (Offered in 1963-1964.)
- 112—Adolescent Literature (2) II
A survey and analysis of literature suitable for adolescents.
- 117—Shakespeare (3) II
Development of Shakespeare as a dramatist with reference to the literary, intellectual, and social background of the Elizabethan theatre; detailed study of selected plays.
- 125—The English Novel (3) I
The reading and analysis of representative English novels to the twentieth century. (Offered in 1963-1964.)
- 126—The Modern Novel (3) I
A study of representative English and American novels of the twentieth century.
- 132—American Prose (3) I
A study of American prose, exclusive of the novel, from the seventeenth century to the present. (Offered in 1963-1964.)
- 133—American Poetry (3) I
A survey of American poetry from its inception, with emphasis on the major trends in the nineteenth and twentieth centuries.
- 135—The American Novel (3) II
Reading and analysis of the major American novels of the nineteenth and early twentieth centuries. (Offered in 1963-1964.)
- 144—Development of the Drama (3) I
The reading and analysis of representative plays from the genesis of the drama to the nineteenth century. (Offered in 1963-1964.)
- 145—Modern Drama (3) II
A study of dramatic literature from Ibsen to the present day, with emphasis on English, Irish, and American works.
- 151—Chaucer (3) I
The reading and critical analysis of the principal works of Chaucer, with special emphasis on *The Canterbury Tales*. (Offered in 1963-1964.)
- 156—Age of Elizabeth (3) I
The prose and poetry of the sixteenth century, exclusive of Shakespearean drama.

- 158—Seventeenth Century Studies (3) II
Prose and poetry of the seventeenth century related to the political, social, intellectual, and religious background. Study of Milton's poetry.
- 169—The Age of Reason (3) II
A history of ideas as found in the prose and poetry of the eighteenth century from Pope to Johnson.
- 177—The Romantic Movement (3) I
A study of the rise of romanticism and the major romantic poets in the light of the principles of the movement; some attention to the prominent essayists of the age. (Offered in 1963-1964.)
- 187—Victorian Era (3) II
A study of Victorian problems as they are reflected in the principal authors of middle and late nineteenth-century England. (Offered in 1963-1964.)

JOURNALISM

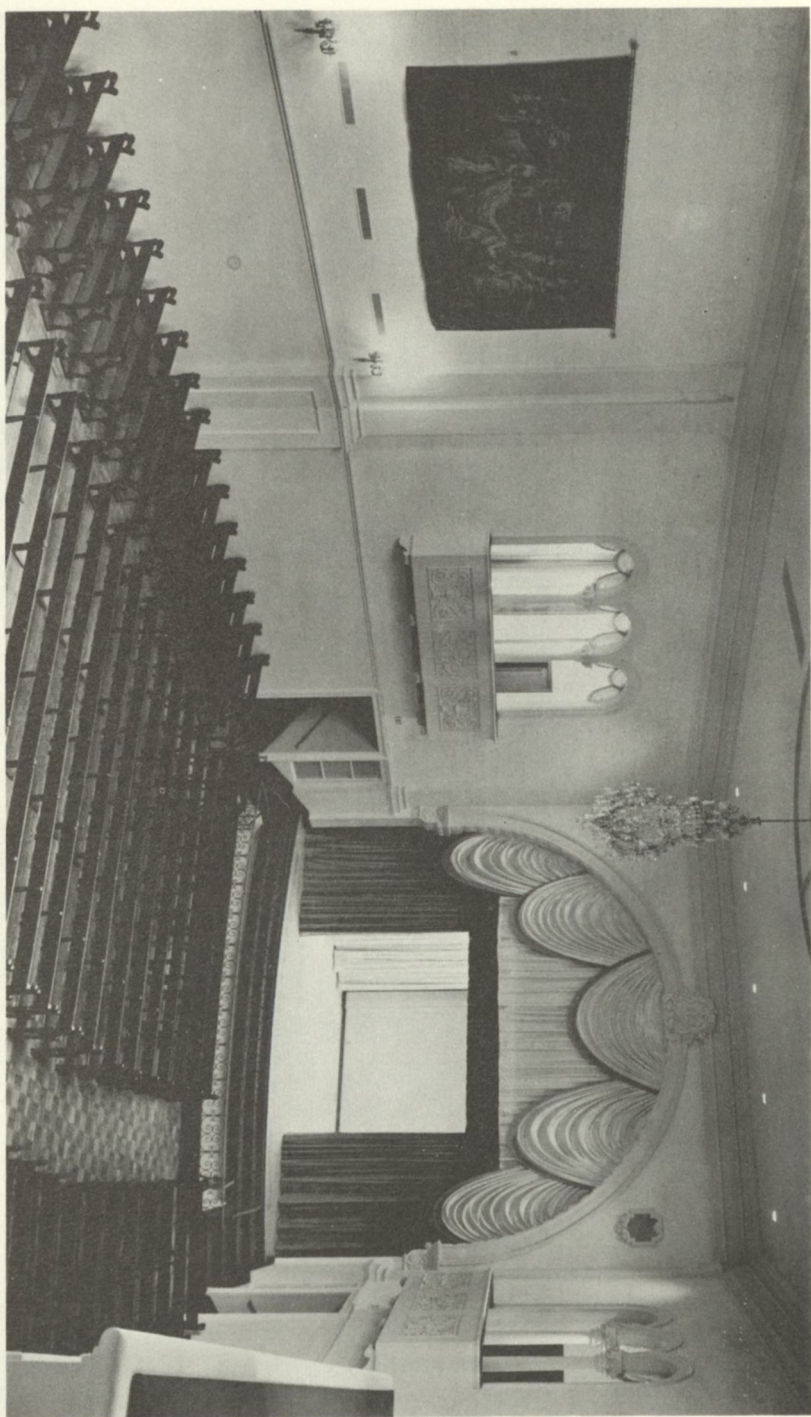
- 20A-20B—News Writing and Editing (1-1) Year
The theory and practice of writing simple news story types; editing the news; copyreading, proofreading.
- 120A-120B—Practicum (1-1) Year
Practice in writing the news and news story; the complete and special story types.

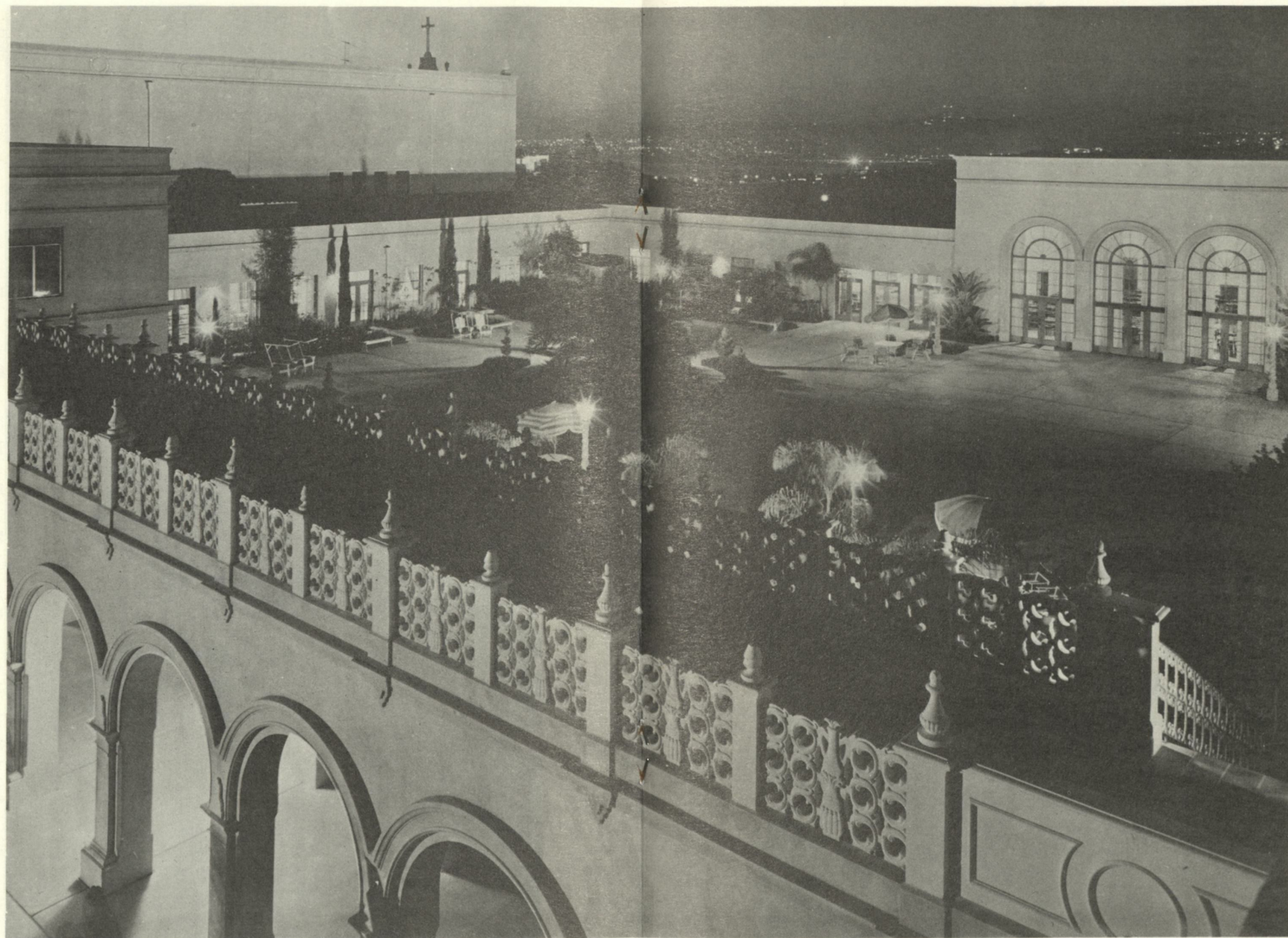
SPEECH, THEATRE, RADIO

Preparation for the Major: Courses 1, 2, and 10A-10B.

The Major: The twenty-four units of upper division work may include both speech and theatre arts.

- 1 — Basic Principles of Speech (2) I and II
Communication, audience analysis, speech preparation and effective delivery. Types of speeches, reading, group discussion, microphone and radio technique. Gesture, movement, and eye contact.
- 2 — Voice and Diction (2) II
Voice training for speaking and reading. The physics, physiology, and psychology of speech. Sound, phonetics, pronunciation and vocabulary. Opportunities for public reading, dramatic presentation and radio.
- 5 — Speech Correction Clinic (1-1) Year
- 10A-10B — Introduction to Theatre Arts (2-2) Year
History of the theatre, types and structure of drama, techniques of interpretation, criticism, dramatic production and participation, radio and television.
- 40A-40B — Radio (2-2) Year
History, development and terminology; techniques, equipment, music, copy, narration, and programming. Station WCSD will be utilized.
- 100 — Public Speaking (1 or 2) I or II
By arrangement.
- 110 — Directing (2 or 3) I or II
By arrangement.
- 112A-112B — Modern Theatre Practice (2-2) Year
Theatre organization, casting, rehearsal, directing, costuming, make-up, scenery, and lighting. Individual interests will be recognized and unit direction will be allowed. (Offered in 1963-1964.)
- 113A-113B — Oral Interpretation and Acting (2-2) Year
Oral interpretation of the written word; acting (movement, gesture, voice), creation and projection of character.
- 117 — Shakespeare (3) II
See English 117.
- 140 — Advanced Radio (2) I
Limited to students in upper division. Prerequisite: 40A-40B.
- 144 — Development of the Drama (3)
See English 144.
- 145 — Modern Drama (3)
See English 145.
- 154 — Play Participation (1 or 2)
Practical experience in acting offered for credit to those playing leading roles in a major production.







ART

Preparation for the Major: Art 2A-2B, 6A-6B, and 33A-33B.

The Major: The twenty-four units of upper division work should include courses in aesthetics, oil painting, water color, still life, landscape, and figure drawing.

2A-2B—Drawing and Composition (2-2) Year

An introduction to drawing and composition. Work from still life, landscape, and figure subjects.

6A-6B—Color and Design (2-2) Year

Practice in the creative use of general design, with the development of two- and three-dimensional composition, including a study of the relation of color to design as a whole. Prerequisite: Art 2B or the equivalent.

33A-33B—History of Art (2-2) Year

A study of the two- and three-dimensional modes of creative expression of the various cultures from earliest times to the present.

100A-100B—Aesthetics (2-2) Year

General principles for an understanding of the relationships of the various media of expression: architecture, sculpture, painting, literature, and music.

115A-115B—Architectural Drawing (2-2) Year

Architectural and construction detail phases. Use of draughting instruments and introduction to architectural design and rendering. (Offered when there is the demand.)

122—Lettering and Layout (2) II

A course in the principles of lettering; practice in manuscript writing, poster work, and layout.

127A-127B—Watercolor (2-2) Year

Principles of the use of watercolor as a medium for creative painting; techniques studied and developed. Prerequisite: Art 2A-2B.

128A-128B—Oils (2-2) Year

Principles of the use of oils as a medium for creative painting; techniques studied and developed. Prerequisite: Art 2A-2B. (Offered in 1963-1964.)

139—Art in the Elementary School (3) II

Implications of research in child growth and development for stages in creative expression; functions and organization of the elementary school program; instructional planning and practice; selection of media; evaluation of outcomes.

140—Portraiture (2-2) Year

A course designed to develop the ability to portray the human head with the media of charcoal, pastel, and oil; individual technique and character interpretation of the subject; a sound understanding of structure and composition. (Offered in 1963-1964.)

- 144 — **Figure Drawing (2-2) Year**
A laboratory course leading to the competent rendering of the human body as drawn from the live, dressed model; and stressing the depiction of expressive motion.
- 152A-152B — **Interior Design (2-2) Year**
A basic course in the art of interior design and decoration with emphasis on decoration of the home. A primary course for those students planning interior design or allied arts as a career. Lectures and practical design projects. (Offered in 1963-1964.)
- 154 — **History of Furniture (2) I**
The history of furniture and home furnishings.
- 162A-162B — **Commercial Art (2-2) Year**
Principles and working applications of illustration, layouts, poster work, lettering, and design; study of various techniques for use in advertising art. Prerequisite: Art 2A-2B; 6A-6B.
- 173 — **Analysis of Paintings (2) II**
An analysis of the elements of pictorial form with reference to master works.
- 199 — **Independent Study (2) I or II**
Advanced courses will be offered in drawing, design, commercial art, and painting for qualified students.

MUSIC

Preparation for the Major: Music 1, 2, and 5A-5B.

The Major: The major should include courses in music history and two music literature courses.

- 1-2 — **Harmony (3-3) Year**
Elementary Harmony: triads and their inversions, simple modulations and transposition; chords of the seventh and their inversions; introduction to harmonic analysis; keyboard work and ear training.
- 5A-5B — **Counterpoint (3-3) Year**
The study of melodic design and the art of combining melodies, based on the practice of the sixteenth-century polyphonic school. Species and free writing. Ear training.
- 30 — **Music Appreciation (2) I and II**
A course to familiarize the student with various forms and styles of musical composition through an intelligent listening to masterpieces from the literature of music.
- 40 — **Applied Music (1-1) Year**
Piano, violin or voice. Credit is given only in conjunction with a course in history or theory of music.
- 61 — **Fundamentals of Music (1-1) Year**
A study of the basic principles of musicianship dealing with the mechanics of music. Training in sight reading through the recognition of note values, melodic and rhythm patterns, intervals.
- 62 — **Choral Music (1-1) Year**
Training in vocal technique and part singing.

- 63—String Ensemble (1-1) Year
- 66—Opera Workshop (1-1) Year
A basic approach to the study of opera. Principles of solo and ensemble singing, coordination of music and drama in terms of acting, movement, and staging.
- 108—Advanced Harmony (3) I
Exercises in analysis and orchestration dealing with chords built on fourths, bitonality, and polytonality, the twelve-tone system.
- 120A-120B—History of Music in Western Civilization (3-3) Year
A comprehensive view of the whole field of the music of the western civilization in its historical sequence and development. Prerequisite: Music 2 or the equivalent. (Offered in 1963-1964.)
- 122—Introduction to Gregorian Chant (3) I
The history and development of the chant and its place in the liturgy of the church; study and practical application of notation, modes, rhythm, and phrasing. (Offered in 1963-1964.)
- 124—Music of the Polyphonic Period (3) II
The growth and development of part music. A study of the music of the Italian, Spanish, French, English and Netherlands schools, and the relationship to Gregorian Chant. (Offered in 1963-1964.)
- 125—Music of the Classical Period (3) I
A study of vocal and instrumental music from Bach to Beethoven through lectures, readings, and recordings.
- 126—Music of the Romantic Period (3) II
A study of vocal and instrumental music from Beethoven to Debussy through lectures, readings, and recordings.
- 128—Twentieth-Century Music (3) II
A survey of modern methods of composition showing a reasonable evolution of new scales, melodic lines, choral combinations, and new rhythmic freedom: Debussy to present day composers. (Offered in 1963-1964.)
- 136—A Music Curriculum for Elementary Schools (2) II
A practical approach to the presentation of music to children, based on the fundamentals of rhythm, melody, and harmony. Prerequisite: Music 61 or its equivalent.
- 162—Advanced Choral (1-1) Year
The group is limited in number. Prerequisite: the consent of the director.
- 170—History of the Opera (Survey) (3) II
The distinction in dramatic music between the baroque and the classical style; the opera reform; the rise of nationalism in operatic production of the 19th century.
- 178—Chamber Music Literature (3) SS 1962
Analysis and study of instrumental ensemble repertoire from the sixteenth through twentieth centuries. Music will be illustrated by recordings and live concerts.

THE SOCIAL SCIENCES

HISTORY

Preparation for the Major: History 4A-4B; 43; Political Science 10.

The Major: The twenty-four hours of upper division work should include two courses in American History and three period courses in European history.

4A-4B — History of Western Civilization (3-3) Year

The basic foundations of western civilization and its development from ancient times to the nineteenth century.

4A-4B — Honors

Same as above, on a more advanced level for Honors students.

43 — Western Civilization, Part III (3) I and II

This third part of the course in Western Civilization continues the development from 1815 to the present day. The growth of the United States within this framework is stressed. This course satisfies the State requirement in United States history.

70 — History of the United States (3) I

A survey course of the political and social development of the United States. This course meets the State requirement in United States History.

101 — Historical Method and Bibliography (2) II

A study of the methods and instruments of history. Preparation of critical paper from source materials. Required of history majors in the junior year.

111-112 — Greek and Roman Civilization (3-3) Year

A study of the ancient civilizations of the Mediterranean basin and Mesopotamia, with emphasis on Greek and Roman culture and institutions. (Offered in 1963-1964.)

121 — Medieval Institutions (3) I

A study of the political and cultural forces shaping western European civilization, with analysis of such representative institutions as feudalism, the town, the university, and representative government.

122 — Renaissance and Reformation (3) II

A study of the politics and culture of the fifteenth and sixteenth centuries, stressing the influence of the Italian Renaissance, the Protestant Revolt, and the Catholic Reform.

145 — Seventeenth and Eighteenth Centuries (3) I

An analysis of the political, intellectual, and social movements of seventeenth and eighteenth century Europe. (Offered in 1963-1964.)

146 — Nineteenth Century (3) I

The development of the significant movements in nineteenth-century Europe, with emphasis upon liberalism and nationalism.

147 — The Twentieth Century (3) II

The principal historical events studied against the background of those cultural, political, economic, and social forces which are largely responsible for the atomic age.

149 — Current Affairs (1-1) Year

Reading and discussion of topics in current history and international relations.

152 — Central East Europe (3) II

A survey of political and social developments in the states of Central East Europe since World War I. Installation of the Soviet régimes and gradual Sovietization of the area. (Offered in 1963-1964.)

155 — History of Russia (3) II

Kievan Russia, the Mongol invasion and its impact on cultural and political developments; the tsardom of Moscow, the Russian Empire, the revolutions and the Soviet era.

163 — Latin America (3) I

The cultural, political, and economic development of Latin America from colonial times to the present, with emphasis on the importance of inter-American relations. (Offered in 1963-1964.)

167 — History of the Foreign Relations of the United States (3) I

A study of the factors and forces in the formation of American foreign policy and of her leadership as a world power. This course meets the State requirement in United States history and government. (Offered in 1963-1964.)

168 — Recent History of the United States (3) II

A study of the problems and policies of the United States since 1919. (Offered in 1963-1964.)

171-172 — History of the United States (3-3) Year

The development of United States history from colonial times to the present day. Designed for, but not limited to, students preparing for the secondary credential.

188 — History of California (3) II

The Spanish cultural heritage, the significance of California in American history, and its present political and economic condition. This course meets the State requirement in California history and government. (Offered in 1963-1964.)

190 — The Far East (3) I

A history of China, Japan, and the powers of the modern Far East.

193 — The Near East (3) II

History of the Near East, with particular emphasis on the modern period. (Offered in 1963-1964.)

Recommended courses in allied fields:

Comparative Government (Pol.Sci.141-142); International Politics (Pol.Sci.148); International Organization (Pol.Sci.150); Governments of the Far East (Pol.Sci.191); International Trade (Econ. 195).

POLITICAL SCIENCE

Preparation for the Major: Political Science 9-10; History 4A-4B. Economics 1A-1B is strongly recommended.

- 9—Introduction to Political Science (3) I
The nature and methodology of political science. Analysis of all the major concepts used in the study of government, constitutional law, international relations and political theory.
- 10—American Government (3) I and II
A survey of the powers, structure, and operation of the government of the United States at national, state and local levels. This course meets the State requirements in United States and California government.
- 110—Parties and Politics in the United States (3) I
An examination of the origin and character of American political parties, their structure, leadership, and operation. Special attention to citizen participation in politics. (Offered in 1963-1964.)
- 112—Constitutional Law (3) II
A study of constitutional principles and leading decisions of the United States Supreme Court in the fields of civil liberties, federalism, and economic affairs. Designed for, though not limited to, students who intend to enter law school. (Offered in 1963-1964.)
- 118A-118B—Political Theory (3-3) Year
Analysis and discussion of the major political thinkers, their contributions and influence on the development of political, economic, and social institutions of nations. (Offered in 1963-1964.)
- 141-142—Comparative Government (3-3) Year
A comparative study of constitutional principles, constitutions, governmental institutions and politics in Great Britain, France, Switzerland, Italy, Germany, and the Soviet Union.
- 148—International Politics (3) I
A study of the elements and fundamental principles underlying the relations among nations, to enable the student to understand better the issues and problems confronting the United States.
- 150—International Organization (3) II
The historical development of international organization through the League of Nations to the United Nations. Analysis of contemporary international organization. Consideration of the functions and problems of international organization in the context of the political situation in the world.
- 191—Governments of the Far East (3) II
Political and institutional developments in the area of the Far East, with emphasis on: a) the imperial heritage and practice of democracy in postwar Japan; b) the revolution, the Kuomintang, and the Communist régime in China.

Recommended courses in allied fields:

International Trade (Econ.195); Central East Europe (Hist.152); Foreign Relations of the U.S. (Hist.167).

SOCIOLOGY

Preparation for the Major: Sociology 2 and Economics 1A-1B.

The Major: The twenty-four units of upper division work should include Family, Urban and Rural Community, Catholic Social Principles, and History of Sociological Theories.

2—Principles (3) I and II

A study of society: groups, social processes, status-role; and a study of culture: behavior patterns, social institutions.

7—Social Orientations (3) II

An integrated course which reviews current social thought in the United States and considers the major problem areas in the social, economic, and political life of this country. Satisfies the requirement for American institutions.

112—Human Geography (3) II

A study of man's cultural developments by geographical areas, including economic developments, racial and ethnic groupings.

113—Cultural Anthropology (3) I

An advanced course in the problems of human beings, past and present, primitive and modern. Emphasis is given to the cultures of living primitive (preliterate) tribes. Prerequisite: Sociology 2.

114—Problems in Modern Culture (3) I

Ethnic shifts in our world today. A study of the interchange of cultures and its effects on mankind. The emphasis here is on values in varying cultures and problems in acculturation.

116—Ethnological Study (3) SS 1962

Field trip study of three Mayan ethnic groups in Chiapas, Mexico.

121—The Family (3) I

A study of the family as a social system: structure, social interaction, and relationship with other social systems. Emphasis is placed upon the American family system. (Offered in 1963-1964.)

122—Urban and Rural Community (3) II

An analysis of urban and rural communities: component parts, setting, operation, basic institutions, planning and improvement. (Offered in 1963-1964.)

123A-123B—History of Sociological Theories (3-3) Year

An introduction to the history of social thought and sociological theories from the time of Plato and Confucius to Sorokin and contemporary sociologists.

125—Catholic Social Principles (3) II

An intensive study of Catholic social teaching as found in the encyclicals and other Church documents, with an application of Catholic principles to socio-economic problems of the United States.

145—Social Psychology (3) II

Analysis of individual behavior in social situations, and of group phenomena.

182—Criminology and Juvenile Delinquency (3) II

A course which considers the nature of crime, treatment of criminals, and the efforts of society to prevent crime; particular emphasis on juvenile delinquency. (Offered in 1963-1964.)

Recommended courses in allied fields:

Genetics (Bio.130); Psychology of Personality (Psych.140); Labor Economics (Econ.150); Reform Movements (Econ.106).

SOCIAL WELFARE

Students who complete in advance their work in Sociology for graduation, are allowed to get professional field experience in social work. In a field work setting, they learn the philosophy, organization, and procedures of a social work organization.

- 301 — Field Work (2-4 units)
Group work with children's social agencies.
- 302 — Field Work (2-5 units)
Case work in correctional agencies.

ECONOMICS

1A-1B — Principles of Economics (3-3) Year

An introduction to fundamental economic terms and ideas; an overview of the economy given through a brief investigation of price and output determination, national income, money, banking, labor, and international trade.

6A-6B — Accounting (3-3) Year

An introductory course in which business transactions are analyzed in their effect upon assets, liabilities, and net worth of partnerships and corporations; study of department, branch, and cost accounting.

106 — Reform Movements (3) I

An analysis and evaluation of the principal economic reform movements since 1865.

115 — Economic History of Europe (3) I

A history of Europe's economic life during ancient, medieval, and modern times. Emphasis is put upon the history of capitalism. (Offered in 1963-1964.)

116 — Economic History of the United States (3) II

A history of the economic institutions of the United States from colonial days to the present. (Offered in 1963-1964.)

125 — Catholic Economic Principles (3) II

Catholic viewpoint on such matters as capitalism, wages, unions, strikes, farm problems, international economic life, and others. An evaluation of other points of view on these matters and suggestions as to possible application of Catholic teaching to the economy of the United States.

131 — Public Finance (3) II

Government revenues, expenditures, and debts; evaluation of fiscal policy. (Offered in 1963-1964.)

135 — Money and Banking (3) I

Commercial banks, the Federal Reserve, the monetary economy, and the supply of money.

150 — Labor Economics (3) I

An introduction to labor; general concepts with regard to the labor force, demand and supply of labor, types of unemployment; American unionism. (Offered in 1963-1964.)

195 — International Trade (3) II

An introduction to the principles of international trade—foreign exchange, balance of payments, trade restrictions; brief history of international commercial policies and problems.

PSYCHOLOGY

Preparation for the Major: Psychology 1 and 114; Biology 1. Students who are planning for graduate school are encouraged to take Chemistry I, Physics 2A-2B, Mathematics 4A-4B.

The Major: Twenty-four units of upper division work, which should include courses in experimental psychology, personality, and statistics.

1 – General Psychology (3) I and II

An introductory study of the nature, scope, and methods of psychology; of the processes involved in perception, imagination, memory, and emotion.

106-107 – Experimental Psychology (3-3) Year

The phenomena of perception; perceptual development and differentiation; factors in perception; theories of perception. Basic processes of thinking and language; memory; imagination; conceptualism; communication; thought processes in children; abnormal processes; systematic theories.

108 – Motivation (3) I

Analysis of motivated behavior; initiation, regulation, interaction of motives; development of motivation; theories of motivation. (Offered in 1963-1964.)

109 – Ability (3) II

Concepts of ability; traits and their measurement; prediction of ability; factor analysis; individual differences; systematic theories of ability. (Offered in 1963-1964.)

114 – The Philosophy of Man (3) I and II

A philosophical inquiry into the nature of man.

118 – Statistics (3) II

I Fundamentals of statistical analysis in the social sciences.

II Regression and prediction, testing of experimental hypotheses, analysis of variance, reliability and validity, partial and multiple correlation.

121 – History and Systems of Psychology (3) I

Reading and discussion of the writings of representative modern psychologists in the light of historical origins. (Offered in 1963-1964.)

140 – Psychology of Personality (3) I

Theories of personality; dynamics of adjustment; methods of assessment.

141 – Psychology of the Abnormal Personality (3) II

152 – Human Relations (3) I

An analysis of human behavior, stressing basic psychological concepts necessary for a person in meeting adequately the situations involving interpersonal relationships.

Courses in allied fields accepted for the major:

Educational Psychology (Ed.110); Growth and Development (Ed.111 or 112); Tests and Measures (Ed.119); Social Psychology (Soc.145); Counseling and Guidance (Ed.167); and Genetics (Bio.130).

FOREIGN LANGUAGES

Beginning in September, 1962, the elementary and intermediate language courses will make intensive use of the new language laboratory.

FRENCH

Preparation for the Major: A grasp of the fundamentals of French grammar and syntax, a correct pronunciation, and ease in oral expression (French 4 or the equivalent).

The Major: Twenty-four units of upper division work should include advanced composition and a survey of French literature.

1, 2 — Elementary (4-4) Year

Essentials of French grammar with stress upon pronunciation, reading, and aural comprehension.

3, 4 — Intermediate (4-3) Year

Confirmation and extension of rules of French grammar; intensive oral, aural, and written practice.

25 — Advanced French (3) I

Oral and written practice in current French idiom.

100 — Conversation (1-1) Year

101 — Composition and Conversation (3) II

Oral and written practice in current French idiom, "*explication de textes*."

103 — Cultural Backgrounds of French Civilization (3) I

Survey of the social, literary, and artistic manifestations in France from the middle ages to the present.

105 — French Poetry (3) II

A study of the development of French poetry: versification, imagery, themes, and approaches to poetry.

107A-107B — Survey of French Literature (3-3) Year

A study of the literary history and principal masterpieces of French literature from the middle ages to the present.

109A-109B — French Drama (3-3) Year

A. A study of the classic dramatists, Corneille, Racine, and Molière through their principal works.

B. The French drama of the eighteenth, nineteenth, and twentieth centuries. (Offered in 1963-1964.)

111A-111B — The French Novel (3-3) Year

A. The origin and development of the French novel to the nineteenth century.

B. The novel in the nineteenth and twentieth centuries. (Offered in 1963-1964.)

GERMAN

- 1, 2—Elementary (3-3) Year
Introductory course in which the essentials of German grammar are presented with stress upon pronunciation and reading comprehension.
- 3, 4—Intermediate (3-3) Year
Grammar and reading. Intensive oral, aural, and written drills to develop accuracy and fluency in the use of the language.
- 100A-100B—Readings in German Literature (3-3) Year
Selections from standard German prose writers.

ITALIAN

- 1, 2—Elementary (3-3) Year
Introduction to Italian: reading, writing, grammar, aural comprehension, elementary conversation.
- 3, 4—Intermediate (3-3) Year
Intensive drill in reading and writing; review of grammar; intermediate conversation.
- 100A-100B—Readings in Italian Literature (3-3) Year
Selections from standard Italian prose writers. Review of the essentials of grammar.
- 123A-123B—Dante's *Divina Commedia* (3-3) Year
Reading and interpretation of the most beautiful cantos. The class is conducted in Italian. (Offered in 1963-1964.)

LATIN

- 1, 2—Fundamentals (3-3) Year
An introductory course in Latin.
- 3, 4—Intermediate (3-3) Year
Intensive drill in grammar.
First semester—Selections from Cicero's *Orations*.
Second semester—Selections from Virgil's *Aeneid*.
- 101—Readings in Latin Prose (3) I
Selections from Caesar, Cicero, Livy, Tacitus.
- 102—Readings from Latin Poetry (3) II
Selections from Ovid, Vergil, Horace, Catullus.

RUSSIAN

- 1, 2—Elementary (3-3) Year
An introductory course in the Russian language.
- 3, 4—Intermediate (3-3) Year
Grammar and reading; intensive aural, oral, and written practice to develop accuracy and fluency in the use of the language.

SPANISH

Preparation for the Major: A grasp of the fundamentals of Spanish grammar and syntax, a correct pronunciation, and ease in oral expression (Spanish 4 or the equivalent).

The Major: The twenty-four units of upper division work should include advanced composition and a survey of the literatures of Spain and of Spanish America.

1, 2—Elementary (4-4) Year

Introduction to Spanish: reading, writing, grammar, pronunciation, elementary conversation.

3, 4—Intermediate (4-3) Year

Intensive drill in reading, writing, aural comprehension; review of grammar; intermediate conversation.

25—Advanced Spanish (3) I

Oral and written practice in current Spanish.

101—Composition and Conversation (3) II

Reading, advanced idiom building, original composition, conversation.

107A-107B—Survey of Spanish Literature (3-3) Year

Cursory study of the literary history and outstanding masterpieces of Spanish literature from the middle ages to the present. (Offered in 1963-1964.)

109A-109B—Spanish Drama (3-3) Year

A: Drama of the Golden Age; intensive study of the outstanding plays.

B: Modern Drama. Intensive study of the Spanish drama of the eighteenth, nineteenth, and twentieth centuries.

111—Spanish Novel (3) I

Intensive study of representative Spanish novels. (Offered in 1963-1964.)

112—Modern and Contemporary Spanish Prose (3) II

Detailed study of the great masters of Spanish prose of the nineteenth and twentieth centuries. (Offered in 1963-1964.)

145A-145B—Survey of Spanish American Literature (3-3) Year

A cursory study of the history and outstanding works of Spanish American literature with emphasis on the *Modernista* movement and the contemporary novel.

THE NATURAL SCIENCES

Students interested in the natural sciences may choose their major and minor from the fields of biology, chemistry, physics, and mathematics.

Those interested in pre-medical preparation can so arrange their program as to include the studies required for entrance to medical school. The program for medical technology is also available.

ANTHROPOLOGY

1—General Anthropology (3) I and II

Analysis of man's place in nature, his racial variability and cultural origins. Includes the use of archeology in establishing a scientific basis for our knowledge of original forms of language, art, technology, and social concepts.

BIOLOGY

Preparation for the Major: Biology 1A-1B, Chemistry 1A-1B, Chemistry 8, and Physics 2A-2B.

The Major: The twenty-four units of upper division work must include courses in vertebrate embryology and anatomy, cell physiology, genetics, and current problems seminar.

1A-1B—General Biology (4-4) Year

A course, primarily for science majors, in the basic principles of botany and zoology including structure, physiology, heredity, embryology, and evolutionary mechanisms. 2 lectures and 2 laboratory periods.

4—General Botany (3) I

The study of the basic principles of plant anatomy, physiology, and phylogeny of representative algae, fungi, mosses, ferns, gymnosperms, and flowering plants. 2 lectures and 1 three-hour laboratory period.

8—General Zoology (3) II

A study of the natural history of the representative phyla of the animal kingdom. Designed for work in the field. 2 lectures and 1 three-hour laboratory period.

21—Anatomy and Physiology (4) I

A study of the structure and function of human body systems. Study of the human skeleton and dissection of the cat in the laboratory. Designed to meet the needs of those entering the nursing profession.

22—Introductory Microbiology (4) II

A course especially designed for nurses stressing microbial organisms as causative agents of disease, together with the principles of immunology and techniques of identification, culture, and control. 2 lectures and 2 laboratory periods.

- 103—General Microbiology (4) I**
A course in the fundamentals of micro-organisms for students who will enter the field of microbiology professionally, and those who wish to use the microorganism as an experimental tool for study of metabolism and of biochemical genetics. 2 lectures and 2 laboratory periods. Prerequisites: Bio. 1A, or Bio. 4, and Chem. 1A-1B, 8.
- 105—Vertebrate Embryology (4) I**
A course in developmental vertebrate anatomy. Emphasis on mammalian development in lecture. Microscopic examination of frog, bird, and pig embryos in laboratory. 2 lectures and 2 laboratories. Prerequisites: Bio. 1A-1B. (Offered in 1963-1964.)
- 106—Comparative Anatomy, Vertebrate (5) II**
A comparative study of the functional anatomy of mammals and related vertebrates. The shark, necturus, and cat are used for laboratory dissection with major emphasis on structural and functional relationships between cat and man. 3 lectures and 2 three-hour laboratory periods. Prerequisites: Bio. 1A-1B. (Offered in 1963-1964.)
- 108—Biochemistry (5) II**
(See Chemistry 108.)
- 109—Cell Physiology (4) II**
An investigation of the dynamic phenomena of the living cell as the basic unit of life: the response of cells to their environment, the nature of protoplasmic organization as the key to cellular activity, the dynamic state of the cell membrane, and the metabolism and energy transformations within the cell. 2 lectures and 2 three-hour laboratory periods. Prerequisites: Bio. 1A-1B, Chem. 1A-1B, and Chem. 8. Physics is strongly recommended.
- 111—Plant Structure and Function (3) II**
A course in the structure and functions of the organs and organelles of higher plants; water relations, mineral nutrition, movement of materials, respiration and photosynthesis. 2 lectures and 1 laboratory period. Prerequisites: Bio. 1A or Bio. 4, and Chem. 1A-1B.
- 112—Ecology (3) I**
A study of the structure, function, and environmental relationships of organisms with special emphasis on zoological forms. 2 lectures and 1 three-hour laboratory. Prerequisites: Bio. 1A-1B.
- 130—Genetics (3) II**
Lecture course in the basic principles of heredity with special emphasis on human aspects. Prerequisites: Bio. 1A-1B.
- 197—Current Biological Problems Seminar (2)**
Discussion of current biological literature. Required of majors.
- 198—Research Seminar (2-4)**
Students who show potential for graduate research are introduced to the methods used, and permitted to use research facilities such as the Warburg Apparatus in order to follow through a problem on the undergraduate level.

CHEMISTRY

Preparation for the Major: Chemistry 1A-1B and 8, Mathematics through one year of differential and integral calculus, and Physics 2A-2B. The Major: The twenty-four units of upper division work should include Chemistry 102, 103, 105, 106, 110.

1A-1B—General Chemistry and Qualitative Analysis (5-5) Year

A course in the basic principles of chemistry. The second semester includes qualitative inorganic analysis. 3 lectures and 2 three-hour laboratory periods.

8—Organic Chemistry (4) I

The study of carbon compounds, with emphasis on the aliphatic type. Only a brief introduction to ring compounds is given in this course. 3 lectures and 1 three-hour laboratory period.

102—Advanced Organic Chemistry (3) II

A lecture course emphasizing the ring compounds and more advanced organic reactions of the aliphatic type. Prerequisite: Chemistry 8. Concurrent registration in Chemistry 103 is required for chemistry majors.

103—Organic Syntheses and Qualitative Organic Analysis (2) II

A laboratory course including organic preparations and qualitative analysis of organic compounds. Concurrent or previous registration in Chemistry 102 is required. 2 three-hour laboratory periods.

104—Advanced Inorganic Chemistry (3) SS 1962

A more comprehensive study of inorganic compounds than is possible in general chemistry. Recommended for those planning to teach chemistry in high school. Prerequisite: Chem. 1A-1B.

105—Quantitative Analysis (4) I

A basic course in the principles and techniques of quantitative chemical analysis. 2 lectures and 2 three-hour laboratory periods.

106—Advanced Analytical Chemistry (2) II

A laboratory course designed to give chemistry majors training in advanced gravimetric and physico-chemical methods of analysis. 2 three-hour laboratory periods. (Offered in 1963-1964.)

108—Biological Chemistry (5) II

A study of the dynamic chemical changes involved in life processes with laboratory work including qualitative and quantitative clinical chemistry. 3 lectures and 2 three-hour laboratory periods. Prerequisites: Chem. 102 and 105.

110A-110B—Physical Chemistry (4-4) Year

A course dealing with the fundamental theories and laws governing chemical and physical phenomena, including illustrative problems. 3 lectures and 1 three-hour laboratory period.

199 A-B—Research (2-2) Year

An honors course designed to give qualified undergraduate chemistry majors an opportunity to apply their understanding of chemistry to the solution of an original research problem. 2 three-hour laboratory periods. Prerequisite: Senior standing and consent of the instructors.

PHYSICS

10—Descriptive Physics (3) I

A history of atomic physics. The role of physics in color, meteorology, music, oceanography.

Any three year-courses in physics constitute a minor.

A major consists of the following courses in physics:

2A-2B—General Physics (4-4) Year

Standards. Elastic waves. Electromagnetic waves. Quanta. 3 lectures and 1 three-hour laboratory. Prerequisite: algebra and trigonometry.

102A-102B—Quantum Physics (2-2) Year

Structure of matter. Radiant energy. Prerequisite: General Physics. (Offered in 1963-1964.)

110—Atomics (2) II

Quantum measurements. 1 lecture and 1 three-hour laboratory. Prerequisite: concurrent enrollment in Physics 102B.

120A-120B—Electronics (2-2) Year

Vacuum tubes. Transistors. 1 lecture and 1 three-hour laboratory. Prerequisite: Physics 110. (Offered in 1964-1965.)

130—Acoustics (2) II

Generation, transmission, and detection of elastic waves. 1 lecture and 1 three-hour laboratory. Requisite: concurrent enrollment in Physics 120B. (Offered in 1964-1965.)

140A-140B—Optics (2-2) Year

Mirrors, prisms, lenses. Interferometers. Gratings. Photometers. 1 lecture and 1 three-hour laboratory. Prerequisite: General Physics.

151A-151B—Mechanics (2-2) Year

Particles. Rigid bodies. Prerequisite: General Physics and differential equations. (Offered in 1963-1964.)

152—Hydrodynamics (2) II

Fluids. Heat flow. Requisite: concurrent enrollment in Physics 151B. (Offered in 1963-1964.)

153—Thermodynamics (2) I

First and second laws. Kinetic theory. Statistical mechanics. Requisite: concurrent enrollment in Physics 151A. (Offered in 1963-1964.)

154A-154B—Electromagnetsim (2-2) Year

Electromagnetic fields and waves. Prerequisite: General Physics and differential equations.

MATHEMATICS

The Major in Mathematics includes theory of equations, differential equations, a year of advanced calculus, and twelve additional units in upper division mathematics.

C—Trigonometry (3) I

Trigonometric functions, logarithms, solutions of triangles, use of the slide rule.

D—Intermediate Algebra (3) II

A one-semester review of the standard topics of first-year algebra plus additional material essential for a mastery of the fundamental techniques of algebra, necessary for further study in the sciences or higher mathematics.

1—College Algebra (3) I

A systematic review of the elementary course, followed by work on equations, permutations and combinations, ratio and proportion, progressions, binomial theorem, and determinants.

3—Plane Analytic Geometry (3) I and II

A study of the conics and higher plane curves by means of their equations; rotation of axes; general equation of the second degree.

4A-4B—Differential and Integral Calculus (3-3) Year

Definition of derivative. Derivation of differentiation of the elementary functions.

Integration as the inverse of differentiation. Derivations of formulae of integration.

Applications to problems in physics and chemistry.

110—Advanced Calculus (3-3) Year

Partial differentiation and applications; vector calculus; convergence of improper integrals; multiple, line, and surface integrals; infinite series; elliptic functions; functions of a complex and real variable.

111—Theory of Equations (3) II

Determinants, complex numbers, theory of algebraic equations, and algebraic solutions of cubic and biquadratic equations.

112—Modern Algebra (3) I

Properties of the number system, the integers, rational numbers, real numbers, complex numbers; elementary properties of matrices and groups; vectors and vector spaces. (Offered in 1963-1964.)

114—Mathematical Ideas (3) II

An examination of fundamental notions of analysis: limit, infinitesimal, convergence, infinity; concepts of set, field, group. Arithmetic and geometry. Modern views on the foundations of mathematics; the origin and meaning of the number concept. (Offered in 1963-1964.)

- 115—Theory of Numbers (3) I
Divisibility; prime numbers; congruencies; quadratic residues; algebraic integers; quaternions; theorems of Fermet, Euler, and Wilson.
- 119—Differential Equations (3) II
An introductory course in the solutions and application of ordinary differential equations. (Offered in 1963-1964.)
- 120—Theory of Probability (3) I
Combinatorial logic; generating functions; compound and total probability; Bernoullian trials; Bayes' theorem; simple chains; Bernoulli's theorem.
- 124—Vector Analysis (3)
Vector algebra and vector calculus; applications to geometry and physics. (Offered in 1963-1964.)
- 128—Differential Geometry (3) SS 1962
- 140—Mathematical Statistics (3) II
Expectation; law of large numbers and applications; continuous functions and the distribution concept; Poisson's distribution; limit theorems; Chi-square test and normal correlation; student's distribution.
- 199—Research for Advanced Undergraduates (3)
Seminar discussions and papers on complex analysis, modern geometry, dynamics, linear programming.

ASTRONOMY

- 1—Elements of Astronomy (3) I and II
A one-semester elementary course in astronomy, non-mathematical. It consists of lectures, demonstrations, and telescopic observations.
- 2—Laboratory Astronomy (3) II
Practical experience in the use of maps, atlas, almanac, globe, and instruments. The plotting of orbits; the study of solar, lunar, and planetary surfaces; meteors, comets, and stars. One lecture, two seventy-five minute laboratory periods, one in the day time and one in the evening. Class limited to twenty students. Prerequisite: Astronomy 1.

GEOGRAPHY

- 1—Elements (3) I and II
A comprehensive study of the physical and climatic environments of diverse regions of the earth, and their relationships to the economic, cultural, and political status of peoples and nations.

COMMUNITY SERVICE EDUCATION

- 101 — History of Education (3) I
The development of educational thought and educational movements from earliest times.
- 110 — Educational Psychology (3) I
The nature and conditions of learning; the nature and measurement of individual differences. Prerequisite: Psychology 1.
- 111 — Child Growth and Development (2 or 3) I and II
A study of the psycho-physical development of children with special treatment of the developmental aspects of the psychology of learning, and with emphasis on fundamental techniques of dealing with children at the various levels of maturity. Special work with children required of students in the credential program, for which a third unit of credit is allowed.
- 112 — Psychology of Adolescence (3) I
The physical, emotional, social, and intellectual aspects of the transition stage between childhood and young adulthood; the main problems raised for teachers, parents, and the adolescent himself.
- 119 — Tests and Measurements (3) II
Construction and use of tests; survey and critical evaluation of standard tests; organization of a testing program.
- 128 — The Philosophy of Education (3) II
A consideration of the purpose of education, the rights and duties of those involved in education, with special emphasis on the Christian concept of education. Some consideration is also made of the classical writers in the field of education.
- 130 — The Elementary School (4) I
Aims, organization, and functions of the elementary school and its personnel; consideration of current critical issues in elementary education. Observation of classes at each grade level in the public school system. Prerequisite: Education 111.
- 131-139 — Curriculum of the Elementary School (2-12) I or II
A practical presentation of aims, materials, and methods of teaching in specific curriculum areas.
131 — Arithmetic in the Elementary School
134 — Reading and Language Arts in the Elementary School
136 — Music in the Elementary School
138 — Social Studies and Science in the Elementary School
139 — Art in the Elementary School
Completion of these special methods courses satisfies the audio-visual requirement for the credential.
- 147 — Audio-Visual Aids (2)
A study of the main types of audio-visual aids; their construction and use; selection and evaluation of audio-visual aids suitable for the individual teacher's field of interest.
- 167 — Counseling and Guidance (3) II
The origin and development of the contemporary guidance movement; the underlying principles of guidance; the techniques of guidance in the public schools of today.

- 170—**Secondary Education (3) I**
Organization, principles, curriculum, and fundamental problems of the secondary school in the United States.
- 181—**Educational Sociology (3)**
An analysis of the school as a social system and its relationship to other social systems.
- 300—**Methods of Teaching in the Secondary School (2) I**
A general course in theory and observation of the methods and principles of instruction in secondary schools. Considers lesson planning, class control, guidance, student evaluation, teacher ethics. Includes observation of classroom teachers in the San Diego City Schools.
- 301—**Special Methods in the Secondary School (2) I and II**
Curriculum, principles, problems, methods and materials of instruction (including audio-visual) in specific subject areas, as taught in secondary schools.
- 305—**Supervised Teaching in the Elementary School (8) I and II**
Cadet teaching is done in selected classrooms of the San Diego City *public school system*.
- 306—**Supervised Teaching in the Secondary School (6-8) I and II**
Cadet teaching is done in selected classrooms of the San Diego City *public school system*.

PROGRAM FOR THE ELEMENTARY TEACHING CREDENTIAL

I. Admission to the Program

1. A course in Child Development, often elected by second-semester sophomores as well as first-semester juniors, is considered (for the credential program) an exploratory course. Here the student, in the subject matter of the course and in related observation-participation experiences in nearby elementary schools, can test the reality of her interest in working with children. Likewise the faculty is enabled, by the manner in which the student fulfills the requirements of this course, to judge her qualifications for entry into the program.
2. In general, a student enters the program in the first semester of the junior year. Before official admittance into the program she must make an acceptable score on an Achievement Battery in fundamental subjects,—in arithmetic, reading comprehension, language arts, and work-study skills.
3. If the general score is satisfactory but a fundamental weakness is manifest in one of the basic fields, the student must take a review program in that subject. This necessary review course carries no college credit.

II. Recommendation for the Credential

The student must

1. Fulfill all the requirements for the B.A. degree with an acceptable academic major.
2. Earn at least 10 additional professional units, including 8 units of cadet teaching. These units of professional credit are not part of the liberal arts program for the degree.
3. Fulfill state requirements for the credential program, which include Education 111 (Child Growth and Development) and most of the courses listed in the Education 130-139 bracket. (See page 57.)

PROGRAM FOR THE GENERAL SECONDARY CREDENTIAL

I. Admission to the Program

1. In general, students enter the program in the second semester of their junior year or in the first semester of their senior year. Qualified college graduates are also accepted.
2. Students must have at least a 1.5 overall average on a three-point scale or a 2.5 on a four-point scale to be admitted into the program. They should have a 1.75 (or 2.75) in their major. This minimum average must be maintained to continue in the program.
3. Students must have a major and a minor in academic subject fields commonly taught in senior or four-year high schools. If the major is in an academic subject not commonly taught in high school, e.g., in philosophy, two minors must be earned in areas commonly taught in the high school.
4. The college offers the program for the teaching of English, social sciences, romance languages, and Latin. Other programs will be added as needed.

II. Recommendation for the Credential

1. The student must have completed a year's work of thirty semester hours of credit after obtaining a bachelor's degree. This post-graduate work should include six semester hours in professional education courses and six semester hours in the major or minor subject fields.
2. The applicant must have completed, in the graduate or in the undergraduate program, twenty-two semester hours of professional courses in education, which must include the areas mentioned in the state requirements for the credential. These requirements will be met by the satisfactory completion of the following courses: Education 110, 112, 167, 170, 300, 301, and 306.
3. The sequence of professional courses is partly fixed and partly flexible. "Educational psychology" should precede the others, "adolescent psychology" should come early in the program. These together with "secondary education" are prerequisites to cadet teaching, methods courses, and counseling.
4. English majors are required to take a course in advanced composition specifically designed to lead them to a theoretical and practical mastery in the written use of English and to develop in them the power to guide their pupils to an acceptable level of mastery in the same area.
5. Social Science majors are required to have a strong background in the areas of United States history and government. It is also strongly recommended that they take the course in advanced composition required of English majors.
6. The fulfillment of all requirements for the teaching credential will be carefully checked by the credential advisor.

NURSING EDUCATION

128—Principles of Teaching in Nursing (2) I or II

An application of basic teaching methods to certain areas of study.

146—Community Health (2) II

An introductory course to the concepts of community health, including environmental hygiene, public health needs, activities, and laws, basic community health problems, and community health resources and planning. A field survey and report of an actual community health problem will be required of each student. Prerequisites: Psy.1, Soc.7; also recommended: Soc. 121 and 122.

148—Principles of Supervision (2) II

An introduction to the principles of supervision and employee-counseling and guidance in the social service, community health, social welfare, nursing, and allied medical fields. A field problem will be presented to each student for study and report. Prerequisites: Psy.1, Ed.167.

152—Human Relations (3) I

A developmental course in interpersonal relationships based on a sound understanding of the principles of human behavior and interaction in social situations. Particular emphasis will be placed on human relations in the fields of social problems and pathology, social welfare, nursing, and allied medical areas. Prerequisites: Psy.1, Soc.7.

PHYSICAL EDUCATION

Physical Education is required of all freshmen and sophomores for two periods a week. In addition to the seasonal program, electives are offered and chosen with the advice of the instructor.

The Women's Athletic Association provides opportunity for those who wish to continue in sports through the senior year.

24—Home and Personal Health (1 or 2) I or II

A course designed to familiarize students with the principles of hygiene as applied to the home; special instruction in care of the sick, protection from contagion, care of minor injuries, and happy family relationships.

150—Theory and Techniques of Physical Education in the Elementary grades (2) II

This course is based on the state program in physical education for the elementary school.

Activity Program (no credit)

a—Seasonal team sports offered are

Volley ball, volley tennis, basketball, badminton, tennis, and archery.

Arrangements can be made for such individual sports as riding, golf, swimming, and bowling.

b—Fundamental Skills

Practice in rhythmic, graceful body movements; conditioning exercises; balance exercises; self-testing activities.

c—Survey of Dance Rhythms

A practical review of the basic steps and simple combinations of steps in tap, folk, square, social, line, ballet, aesthetic, and modern dance. Some time will be given to new materials and composition.

Graduate Division

1962 - 1963

GENERAL INFORMATION

The San Diego College for Women offers programs of study leading to the Master's degree in three departments: English, History or Social Sciences, and Education. The specific departmental requirements for admission to graduate study and the attainment of the Master's degree will be found under the separate departmental announcements in this bulletin.

COMMITTEE ON GRADUATE STUDIES

THE PRESIDENT AND DEAN *EX OFFICIO*

Mother Mariella Bremner, Ph.D.
Mother Bernice Farrens, Ph.D.
Mother Sally Furay, Ph.D.
Mother Margaret Guest, Ph.D.
Mother Catherine McShane, Ph.D.
Mother Gertrude Patch, Ph.D., *Chairman*

GENERAL REQUIREMENTS FOR ADMISSION TO GRADUATE STANDING

1. The candidate must hold a bachelor's degree or its equivalent from an accredited four-year college, with satisfactory preparation in the field in which the advanced degree is sought, and sufficient background in a related subject.
A minimum average of B or its equivalent during the last two years of undergraduate work is required of the applicant.
2. Application blanks for admission to the Graduate Division, catalogues, and all required information may be obtained from the Director of the Graduate Division. Transcripts of credits in duplicate, completed application form, and application fee should be in the Office of Admissions one month before registration. The application fee is not refundable.
3. The Graduate Council reviews all applications. Each applicant is notified of admission to graduate standing by the Director of the Graduate Division.
4. A satisfactory performance on the Graduate Record Examination is required. This examination must be taken and the results submitted before the applicant can become a candidate for an advanced degree, that is, within one semester after admission to graduate standing.
5. The student is not considered for candidacy until she has satisfactorily completed one semester of graduate work.

SEMESTER EXPENSES

APPLICATION FEE, for new students	\$ 10.00
RESIDENT STUDENTS, see page 27	
DAY STUDENTS, tuition	400.00
PART-TIME STUDENTS, (limited to 9 units)	
Tuition per unit	30.00
Library and Syllabus Fee	10.00
STUDENT BODY FEE (includes student publications)	25.00
GRADUATION FEE	30.00

GENERAL REQUIREMENTS FOR THE ATTAINMENT OF THE DEGREE OF MASTER OF ARTS

Unit Requirement

The candidate must complete a program of work, approved by the department concerned (see departmental announcements), totaling 30 units, of which a maximum of 6 units will be allotted the thesis.

Of the remaining 24 units, 12 must be acquired in strictly graduate (200) courses.

Transfer of Graduate Credits

Graduate courses completed at other colleges and universities for which credit toward the advanced degree is sought, will be submitted to a committee of the Graduate Council for evaluation. In certain cases, a maximum of 6 units of graduate courses may be credited toward the 30 units required for the master's degree.

Scholarship

Graduate students must maintain a minimum average of B in all courses.

Thomistic Philosophy

This course, or its equivalent, will be required of all candidates.

Language

A reading knowledge of a foreign language satisfactory to the department in which the work is undertaken and pertinent to the field of specialization is required of all candidates.

Residence

The candidate must spend a minimum of one year in residence at the San Diego College for Women. This requirement may be satisfied by two regular semesters, during the fall and-or spring; or, one regular semester (fall or spring) and three six-week summer sessions; or, five summer sessions.

Thesis

The student must present a thesis of original content or interpretation, testifying to scholarly research and acceptable style. Special requirements are set in each department.

Time Limit

All requirements for the master's degree, including the thesis, must be completed within 6 years.

Responsibility of Students

Failure of students to acquaint themselves fully with regulations may cause difficulties for which the student must accept full responsibility.

DEPARTMENT OF EDUCATION

Program for the Master's Degree in Education

Two degrees are given in the Graduate Division of the Education Department: Master of Arts and Master of Science in Education.

Prerequisites

A Bachelor's degree with a major or minor in some field acceptable to the department. This need not be in education, but the undergraduate program must include a minimum of 15 semester units of upper division work in education, with a B average.

Requirements

1. Thirty semester units of work, at least 12 of which will be secured in courses restricted to graduates. These units are distributed as follows:
 - 8 units: Research Techniques in Education
Philosophical and Historical Backgrounds of Education
Psychological or Sociological Foundations of Education
 - 6—9 units in one of the following fields of concentration:
 - The Elementary School
 - The Secondary School
 - Educational Psychology and Counseling
 - 7—10 units: Electives — It is recommended that some of these electives be in a field other than education.
 - 4 or 6 units: Thesis.
2. A comprehensive examination covering the following areas: History of Education, Philosophy of Education, Educational Psychology, Tests and Measurements, Educational Guidance and Counseling, Curriculum.
3. An acceptable thesis, preferably on a subject connected with the field of concentration, and showing proficiency in educational research, independent thought, and power of expression.
4. The passing of an examination in French, German, Spanish, or Latin.

For the Master of Science in Education degree the requirements are as above with the following exception:

1. In place of the thesis, the candidate registers for course 262 and submits the results of her work on a special problem in her field of concentration.
2. There is no requirement in foreign language.

GRADUATE COURSES IN EDUCATION

- 200—Research Techniques in Education (2)
A study of various methods of gathering data in education; bibliographical techniques; methods of reporting and interpreting results of research.
- 204—Historical Backgrounds of Education (2 or 3)
Seminar: A study of the factors and forces which have contributed to and influenced the development of the American school system of today. Prerequisite: Ed. 101 or a strong course in Western Civilization.
- 205—Philosophical Background of Education (2 or 3)
Seminar: A study of the systems of thought and other influences which have shaped and are shaping the objectives of education in the United States.
- 209—Sociological Foundations of Education (2 or 3)
A treatment of the relationship between the community and the school; the sociological aspects of the school, such as role, status, formal and informal groups.
- 210—Psychological Foundation of Education (2 or 3)
Seminar: A study of the psychological systems that have influenced modern educational practice.
- 262—Research Projects in Education (2 or 3)
Prerequisite: Education 200.
Application of research techniques to a study of some specific problem.
- 264—Thesis (4-6)

THE ELEMENTARY SCHOOL

- 231—Administration and Supervision of the Elementary School (3)
The role of the supervisor or principal as professional leader of his school; the administration of such services as the school library, audio-visual education, and remedial work; the role of the principal in school-community relations.
- 232—Curriculum Problems in the Elementary School (3)
Seminar: A study of the principles and problems of organization of the curriculum, of course construction, of basic research in the main subject areas of elementary instruction.
- 234—Problems of Teaching in the Elementary School (2-8)
A study of the causes of learning difficulties, diagnosis of problem cases, analysis of remedial techniques, and the organization of a school improvement plan. (To be given in a cycle.)
a) Reading
b) Arithmetic
c) Language arts
d) Social studies

THE SECONDARY SCHOOL

- 271 — Administration and Supervision in the Secondary School (3)
The course deals specifically with the various problems encountered in the administration and supervision of the modern secondary school.
- 272 — Curriculum Development in the Secondary School (3)
For graduate students interested in the principles and aspects of curriculum construction and organization; the program of offerings; trend in curriculum revision; the core and unified studies plan; type of curriculum organization; and text book selection.
- 273 — Seminar in Curricular Problems (3)
- 274 — Problems of Teaching in the Secondary School (2-4)
Treatment of such problems as developing units of instruction, the problem method, classroom teaching techniques, co-curricular activities, problems of the under-achievers, adjusting the curriculum to the emerging American and World Scene, innovations in the organization of the secondary school, and provisions for the gifted.

EDUCATIONAL PSYCHOLOGY

- 214 — Theories of Learning (2)
A study of the principles of learning and motivation; an examination of the major theoretical approaches to learning and instruction. Prerequisite: Ed. 110.
- 215 — Differential Psychology (2)
The origin, nature, and extent of individual differences, with consideration of the psychological and educational significance of such differences.
- 219 — Individual Psychological Testing (3)
Theory and practice of intelligence testing, with emphasis on the administration, scoring, and interpretation of the Stanford-Binet and of the Wechsler Intelligence Scales for children.
- 267 — Techniques of Counseling and Guidance (3)
Sources of materials used in counseling: educational, vocational, and personal; practical problems in setting up and administering a program; depth study—in primary sources—of the three predominant approaches used in guidance: directive, non-directive, and eclectic.

DEPARTMENT OF ENGLISH

Admission to Graduate Status

The student seeking a Master of Arts degree in English must present a transcript of credits in English and allied fields of study before being admitted to graduate study. A minimum of 24 units of upper division work in English is required.

Requirements for the Master's Degree in English

1. Of the 30 units of work for this degree, at least 12 must be secured in strictly graduate (200) courses; a maximum of 6 units will be allotted to the thesis.
2. Courses or seminars in the following areas of study, either in undergraduate preparation or in graduate work:
 - Chaucer
 - Shakespeare
 - Renaissance Literature
 - 17th-Century Literature
 - 18th-Century Literature
 - Romantic or Victorian Literature
 - American Literature
3. Language requirement: The candidate must pass a written examination in one foreign language, preferably French or German.
4. Comprehensive Examination: The examination is designed to test the student's knowledge of the whole field of English literature.
5. Thesis: The written thesis must give evidence of competence in the candidate's chosen field, of power of independent thought, and of a capacity for original research.

GRADUATE COURSES IN ENGLISH

- 213—Middle English (3)
A study of the history and dialects of Middle English, with reading of representative selections from the twelfth to the fifteenth centuries.
- 214—Seminar in English Drama (3)
Lectures and reports on the development of the drama and its manner of presentation from the early lityrgical play to the eighteenth century.
- 215—Medieval English Literature (3)
A study of the various literary types in prose and poetry from the eighth to the fifteenth centuries.
- 216—Studies in Renaissance Literature (3)
The literature of Renaissance England studied with special reference to the continental Renaissance and the classical backgrounds of English literature.
- 217—Studies in Shakespeare (3)
Detailed study of selected plays of Shakespeare, with attention to the history of the texts, methods of critical investigation, and special problems presented by certain plays.
- 219—Seminar: Poetry of the Seventeenth Century (3)
- 220—Seminar in the Age of Johnson (3)
Various aspects of eighteenth-century life and thought as revealed through Johnson and his circle; investigation of the eighteenth-century shift from discipline and tradition to ideas of sensibility and progress.
- 224—Seminar: Literary Problems of the Nineteenth Century (3)
- 226—The Modern Novel (3)
- 232—Studies in American Prose (3)
Selected historical, biographical, fictional literature, exclusive of the novel.
- 244—Seminar in Drama (3)
Theory and practice of dramatic art in various literatures from Aeschylus to O'Neill. Lectures, reports.
- 253—The English Lyric (3)
Study of lyric poetry, with schools and movements, from the fifteenth century to the present.
- 255—History of Literary Criticism (3)
A study of the main literary theories from ancient to modern times, with emphasis on modern developments; investigations and reports on phases of interest to the individual student.
- 260—Research Course (3)
Special subject of investigation (not related to the thesis) under the supervision of some member of the department.
- 264—Thesis (6)

DIVISION OF THE SOCIAL SCIENCES

A program leading to the Master of Arts degree is available from course offerings in history, political science, economics, and sociology.

Students seeking this degree must submit a transcript of credits showing a minimum of 24 units of upper division work in the Social Sciences before being admitted to graduate study.

Requirements:

1. Of the 30 units of work for the degree a maximum of 6 units will be allotted to the thesis. Of the remaining 24 units, at least 12 must be in strictly graduate (200) courses and 12 must be in the field of emphasis. Research techniques (Soc.Sci.200) is required of all candidates.
2. A comprehensive examination covering the field of emphasis and its relationship to the other social sciences will be given to each candidate.
3. A thesis giving evidence of a knowledge of the techniques of research and of independent thought will be submitted by each candidate.
4. Language requirement: the candidate must pass a written examination in one foreign language, preferably French or German.

GRADUATE COURSES

200—Research Techniques in the Social Sciences (3)

A study and application of the scientific method in the social sciences. Required of all M.A. candidates.

264—Thesis (6)

History

235—Political and Intellectual Trends of the Seventeenth and Eighteenth Centuries (3)

Emphasis is on the English and French Revolutions and the Age of the Enlightenment.

246—Significant Forces in the Nineteenth Century (3)

A study of the intellectual and social forces of nineteenth-century Europe, especially liberalism and nationalism.

247—Twentieth-Century Dictatorships (3)

The political and philosophical background of Fascism, Nazism, and Communism, and their impact on the period between the two World Wars.

273—Studies in Colonial America (3)

Selected aspects of the institutions and life of Colonial America. Intercolonial relations. Imperial control.

274—The Era of the American Revolution (3)

The movement for independence and the establishment of the new nation.

278—The Roosevelt Era: The United States, 1932-1945 (3)

Analysis of the policies of the period and the changes brought about by the New Deal and the Second World War.

279—Seminar in United States History (3)

Topic for 1962-1963: The Early National Period.

Political Science

- 241 — Governments and Politics of Western Europe (3)
A comparative study of the political systems of Britain, France, Western Germany, Italy, and Switzerland, with special attention to the history and practice of parliamentary democracy, party and ideological issues. Consideration will be given to the problems of West European integration and the emerging European political institutions. Prerequisite: Hist. 147.
- 248 — International Relations (3)
A survey of existing international forces and the international policies of important states. The adjustment of interstate conflict through law, diplomacy, organization, and war. Prerequisite: Hist. 147.
- 250 — Seminar in International Organization (3)
A study of the objectives, development, forms, functions, and procedures of international organizations. Prerequisite: Hist. 147.
- 253 — Political and Social Institutions in Central East Europe (3)
Political, social, and institutional developments in Central East Europe; the transformation of "people's democracies" into Socialist and ultimately Communist states.
- 256 — Government of the Soviet Union (2)
The development of Soviet political theory and institutions from the Revolution to the present, with emphasis on the seats of power. Prerequisite: Hist. 155.

Sociology

- 206A-206B — Reform Movements (3-3)
Study of selected reform movements of the nineteenth and twentieth centuries. A: European economic reformers; B: Reform movements after 1870 in the United States.
- 222 — American Society and Culture (3)
Analysis of American groups, patterns of behavior, and social institutions.
- 224 — Comparative Cultures (3)
Study and comparison of modes of behavior and institutions in selected societies.
- 225 — Comparative Economic Systems (3)
Socialism, Communism, and Capitalism.
- 227 — Social Theories of the Catholic Church (3)
Political, economic, and sociological teaching.
- 230 — Seminar: European Sociological Theory (3)
- 231 — Seminar: American Sociological Theory (3)

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